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ABSTRACT

This instructional module was designed to assist health services assistant educators in facilitating adult students' learning in health careers outside nursing. The module may be used to provide classroom instruction, assist assigned staff in providing on-the-job instruction, or provide selected units for independent study for dietary aides. The guide contains 18 lesson plans grouped into seven units covering the following: orientation to dietary, communication, safety and sanitation, nutrition and dietetics, preparing food, serving food, and housekeeping and storeroom responsibilities. Each lesson contains the following components: scope of unit; lesson objectives; information assignment; references; introduction; outline; summary and conclusion; interaction items; classroom/laboratory activities; and evaluation items. The module also contains a list of learning objectives for dietary aides and a sample certificate of achievement. (KC)

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Instructor Guide
50-1144-I

DIETARY AIDE

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DIETARY AIDE

Instructor Guide

Produced by the Instructional Materials Laboratory
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Columbia, Missouri

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PREFACE

This module was developed through combined efforts of dedicated individuals who are involved in the educational preparation of health care workers. Educators from both adult preparatory and postsecondary vocational programs cooperated in the design of a content outline from which this module ultimately evolved. The content outline identifies the tasks an aide-level worker in this career field would perform. Lesson plans are prepared to provide instruction for each of the tasks. The end product is an instructional module to assist Health Services Assistant educators to facilitate learning in health careers outside of nursing. With nursing being the Health Services Assistant educator's expertise, the result is limited insight into allied health careers. This module will function as a mechanism to provide instruction that would otherwise be lacking.

This module may be used to:

1) provide classroom instruction by the Health Services Assistant instructor,
   or
2) assist assigned staff to provide on-the-job instruction,
   or
3) provide selected units for independent study.

It is hoped that a combination of all three applications will be utilized.

The lesson plans allow the curriculum guide to be presented in short, manageable segments. Each lesson contains the following components:

SCOPE OF UNIT

A teacher-centered statement that includes the goals of the unit; allows the reader to see the comprehensive content of each lesson

LESSON OBJECTIVES

A listing of skills the student will be able to perform as a result of the lesson; provides the basis for evaluation

INFORMATION ASSIGNMENT

An assignment for which the student is responsible

REFERENCE

Resources the instructor uses to support the lesson content

INTRODUCTION

A statement that sets the stage for the learning of the content; tells the student why the lesson is important

OUTLINE

The content of the lesson; may be informative in nature or it may be the steps of a procedure to learn a skill

SUMMARY AND CONCLUSION

Reassimilates all of the information that was included in the content of the lesson; ties all of the information together in a comprehensive overview; purpose is to reinforce learning by summarizing the major components of the lesson

INTERACTION ITEMS

Questions intended to stimulate and encourage student interaction during the unit presentation; allow the instructor to build on students' previous learning, as well as dispel any misconceptions

CLASSROOM/LABORATORY ACTIVITIES

Activities designed to reinforce learning; allow students to interact with the new information or materials contained in the lesson

EVALUATION ITEMS

An exercise designed to measure the accomplishment of the objectives; may be a written evaluation or skills demonstration

The module becomes individualized when the instructor includes his/her program's philosophy and unique teaching style. Additional content may be added to increase the scope of the unit if it better serves individual programs.

The dedication with which this course was developed reflects the sincere desire of the Health Occupations Education community to provide a solid basic educational foundation for beginning students in health careers.

DIETARY AIDE

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DIETARY AIDE INSTRUCTIONAL ANALYSIS

DEMONSTRATION	INFORMATION
ORIENTATION TO DIETARY	
	1. Organizational structures of dietary departments
	2. Dietary staff
COMMUNICATION	
	3. Communication
SAFETY AND SANITATION	
	4. Body mechanics
	5. Employee safety
	6. Food-borne illnesses
7. Personal sanitation	7. Personal sanitation
	8. Observing fire safety
9. Use of fire extinguisher	
10. First aid for the choking victim	
NUTRITION	
	11. Review of nutrition concepts

DEMONSTRATION	INFORMATION
	PREPARING FOOD
	12. Food preparation
	SERVING FOOD
	13. Tray preparation
	HOUSEKEEPING AND STOREROOM RESPONSIBILITIES
14. Mopping floors	
15. Washing dishes/cleaning pots and pans	
	16. Sanitation practices
	17. Storeroom duties

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

SCOPE OF UNIT:

This unit contains an overview of the dietary department. It discusses facilities in which dietary departments are found, dietary department staff members, and their respective duties. Agencies and policies that govern dietary departments are also presented.

INFORMATION TOPIC: I-1 OR DEMONSTRATION:

ORGANIZATIONAL STRUCTURES OF DIETARY DEPARTMENTS
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Define acute care.
2. Name two types of nursing homes.
3. Describe two differences in settings between acute care and long-term care facilities.
4. Explain differences in role of a food service worker in an acute care setting and that of the long-term care food service worker.
5. Name three other members of the health care team besides dietary that affect the food and the patient's/resident's acceptance of it.
6. List two regulating agencies that set standards for long-term care facilities.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. HO 1: Organizational Chart - Acute Care
2. HO 2: Organizational Chart - Long-Term Care
3. HO 3: Resident's Rights

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Instructional Materials Laboratory. Dietary Manager in a Health Care Facility. Columbia, MO: University of Missouri, 1984.

Instructional Materials Laboratory. Food Service Vocational Preparation Curriculum. Columbia, MO: University of Missouri, 1982.

Instructional Materials Laboratory. Nurse Assistant in a Long-Term Care Facility. Columbia, MO: University of Missouri, 1987.

INTRODUCTION:

Dietetic services is an important department in acute and long-term care facilities. Members of the dietary department and other health care team members work together to assure that the patient or resident on a regular or modified diet receives proper nutrition in the most pleasant way possible.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

OUTLINE: (Key Points)

I. Types of Facilities With Dietary Departments

A. Acute care facilities (hospitals)

1. Provide intensive medical/surgical treatment

2. Length of stay is limited

B. Long-term care facilities

1. Some hospitals may provide a wing for extended care (after hospitalization).

2. Some hospitals may provide long-term care skilled nursing wings.

3. Nursing homes - there are several classifications depending on the type of care they provide; the most common types are:

a. Skilled nursing facility (SNF)

b. Intermediate care facility (ICF)

C. Other types of facilities

1. Adult day care

2. Residential care

3. Retirement centers

II. Comparison of Acute and Long-Term Care Facilities

A. Acute care facility (HO 1) (II-1)

1. Patient is ill; aggressive, efficient treatment of specific problem is administered.

2. Patient discharged from hospital after treatment and resolution of acute problem.

3. Patient usually has all meals served on tray in room, no family dining.

4. Increased amount of tests and/or medical exams are performed (with consent) on patient for accurate diagnosis and treatment of patient's problems.

B. Long-term care facility (HO 2)

1. Resident is admitted to long-term care due to physical or mental limitations; maintenance and restorative care is given.

2. Resident usually remains in the facility, does not return to active community life outside the center.

3. Resident usually eats all meals in a "family" dining area, with other residents.

4. Routine periodic medical information is obtained by nurse/dietitian/physician for continuance of appropriate care. Medical exams are given as regulated by state code.

III. Role of the Health Care Team in Long-Term Care (II-2)

A. Resident and his/her family - resident should be the <u>central figure</u> in the Health Care Team when planning resident's care (HO 3) (II-3)

NOTE: Review resident's rights as listed on HO 3; refer to the Health Services Assistant manual for more information (Unit Unit I, Lesson 3).

B. Professions - dietetic service plans and provides food but other services and people also affect the food and residents' acceptance of it

1. Physician - orders diet; several factors he/she must consider

a. Age, sex, activity

b. Disease process

c. Allergies

2. Nursing services - link between resident and dietetic service

a. Important role in residents' actual food consumption

b. Must understand role of food in long-term care and maintain routine communication with dietetic service

3. Social services - may be able to communicate important factors regarding religious and cultural influences on residents' food habits

4. Therapies

   a. Occupational therapist - activities

      (1) Evaluate resident's ability to feed self and provide assistance to resident as needed (adaptive devices, etc.).

      (2) Food can be used in occupational therapy program.

      (3) Concerned with social advantages of eating with other residents

   b. Physical therapist - rehabilitation of limbs needed to assist eating

   c. Speech therapist - evaluates resident's speech; also swallowing evaluations

5. Activities director

   a. Conducts group and individualized activities so that each resident of the facility is reached

   b. Supervises volunteers

   c. Schedules community sponsored activities in the facility

6. Administrator - responsible for <u>all</u> aspects of operation of the long-term care facility including delivery of proper resident care

7. Dietary services - dietitian/food service supervisor plans and prepares food for resident's meals (more information is included in the next lesson)

8. Housekeeping/Security/Maintenance

IV. Role of the Food Service Worker

A. In an acute care setting:

1. Assists in accurate preparation of regular and modified diets.

2. Provides pleasant meal delivery service during patient's short stay at hospital.

B. In a long-term care setting:

1. Food service worker must understand the long-term care facility is "home" of the resident, not just a "short stay."

2. In the LTC, mealtime represents an enjoyable, social event.

3. Food served in the LTC is not just to "fill people up." It is a highly significant part of the residents' health care.

4. An effective food service worker will realize that food is one way to help an aged person maintain his/her identity.

IV. Rules and Regulations (II-4)

A. Facility policy (see policy/procedure manual)

B. Federal regulations

1. Federal government sets standards for care.

2. Inspectors make unscheduled visits to assure quality care.

C. State regulations

1. Set standards for care.

2. Inspectors make routine unscheduled visits.

3. If facility does not consistently meet these standards, it may be closed.

NOTE: Due to space limitations, rules and regulations concerning the dietary department are not included in this lesson. Each facility has its own copy of rules and regulations.

D. Food handler's permit

1. Some cities, counties, and states require workers who come in contact with food as part of their job to have food handler's permits; this includes workers in day care centers, long-term care facilities, restaurants, etc.

2. The requirements for obtaining a food handler's permit vary from place to place; some requirements might include:

   a. Attending a brief (1-2 hour) lecture and passing a test based on the information presented

   b. T.B. skin test

   c. Throat culture

3. If required, food handler's permit is usually renewed on a regular basis; there may be a nominal fee for the permit.

NOTE: Check with your local health department for food handling regulations that apply to your students.

V. Summary and Conclusion

A. Types of facilities with dietary departments

B. Comparison of acute and long-term care

C. Role of the health care team in long-term care

D. Role of the food service worker

E. Rules and regulations

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

INTERACTION ITEMS:

1. What is acute care?
2. Why are other health care team members important with regard to the resident's diet?
3. Why is it important to perceive the resident as the most important member of the health care team?
4. Why is it necessary to have regulating agencies?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Contact the local Health Department and obtain information about food handling regulations that apply to workers in your community.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

EVALUATION ITEMS:

1. Define acute care.

2. Two types of long-term care facilities are:

   a.

   b.

3. Explain the difference between the roles of the food service worker in an acute care facility and the dietary aide in a long-term care setting.

4. Describe two differences between an acute care facility and a long-term care facility.

   a.

   b.

5. List three other members (besides dietary services) of the health care team involved in aspects of the resident's dietary care.

   a.

   b.

   c.

6. List two agencies that govern long-term care facilities.

a.

b.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

ANSWERS TO EVALUATION ITEMS:

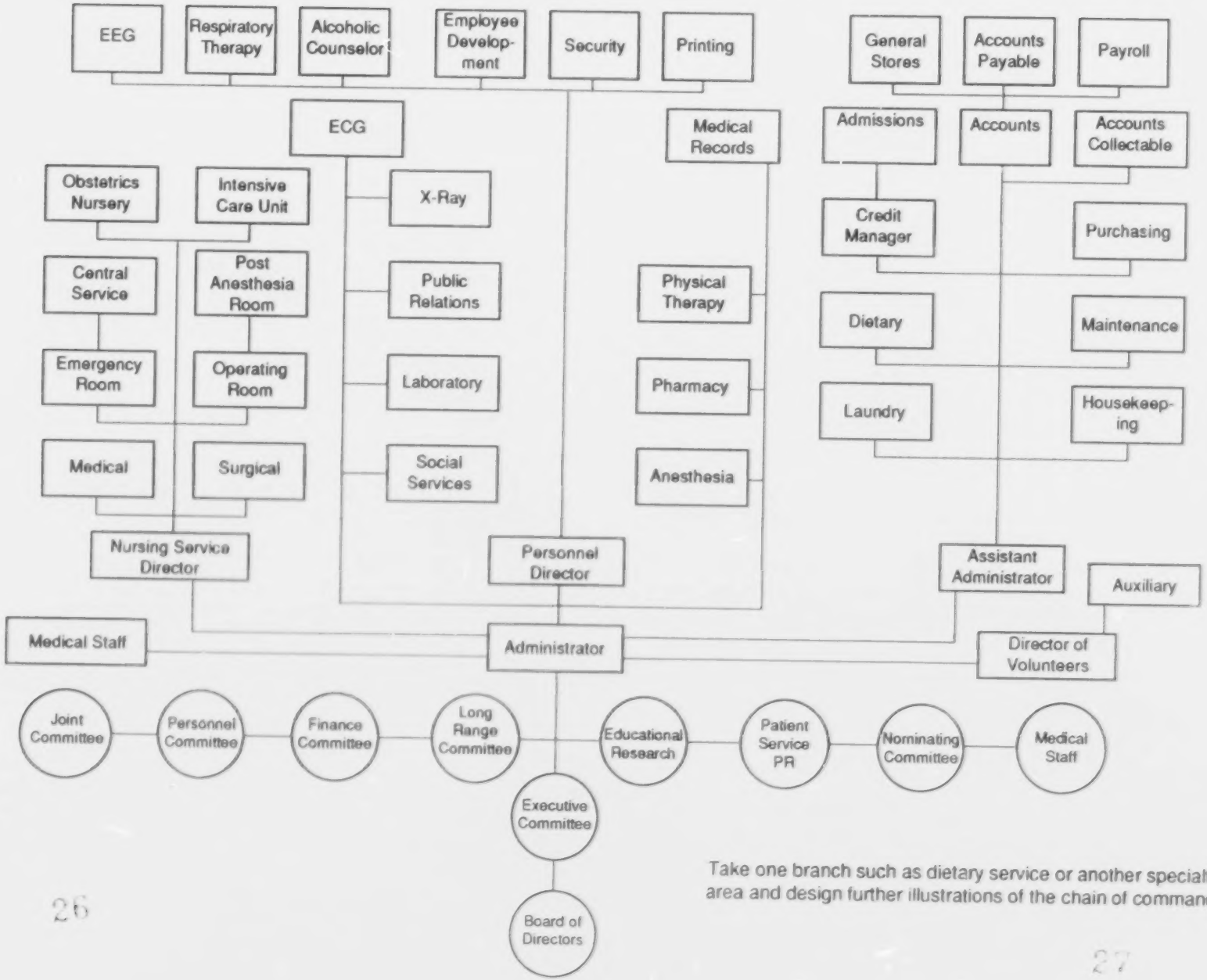
1. Acute care - hospitals that give intensive medical/surgical treatment - length of stay is limited.
2. The student may list two of the following:
   a. A skilled nursing facility
   b. Intermediate care facility
3. The student may compare and contrast two points from the following:
   In an acute care facility the patient who is ill undergoes tests and or/medical exams to obtain an accurate diagnosis prior to administration of treatment for a specific problem, and then discharged from hospital after treatment and resolution of acute problem. Patient usually has all meals served on tray in room; no family dining.
   In a long-term care facility the resident is admitted due to physical or mental limitations, and maintenance and restorative care is given. The resident usually remains in the facility, not to return to active community life outside the center. The resident usually eats all meals in a "family" dining area, with other residents. Routine periodic medical information is obtained by nurse/dietitian/physician for continuance of appropriate care. Medical exams are given as regulated by state code.
4. In an acute care setting the food service worker:
   a. Assists in accurate preparation of regular and modified diets
   b. Provides pleasant meal delivery service during patient's short stay at hospital

   In a long-term care setting the food service worker:
   a. Must understand the long-term care facility is "home" of the resident, not just a "short stay."
   b. In the LTC, mealtime represents an enjoyable, social event.
   c. Food served in the LTC is not just to "fill people up." It is a highly significant part of the residents' health care .
   d. An effective food service worker will realize that food is one way to help an aged person maintain his/her identity.
5. The student may list any three of the following:
   a. Physician
   b. Nursing services
   c. Occupational therapist
   d. Activities director

e. Housekeeping and maintenance
f. Physical therapy, speech therapy, occupational therapy
g. Dietary services
h. Social services
i. Administrator
j. Resident and his/her family

6. a. Federal agencies
b. State agencies

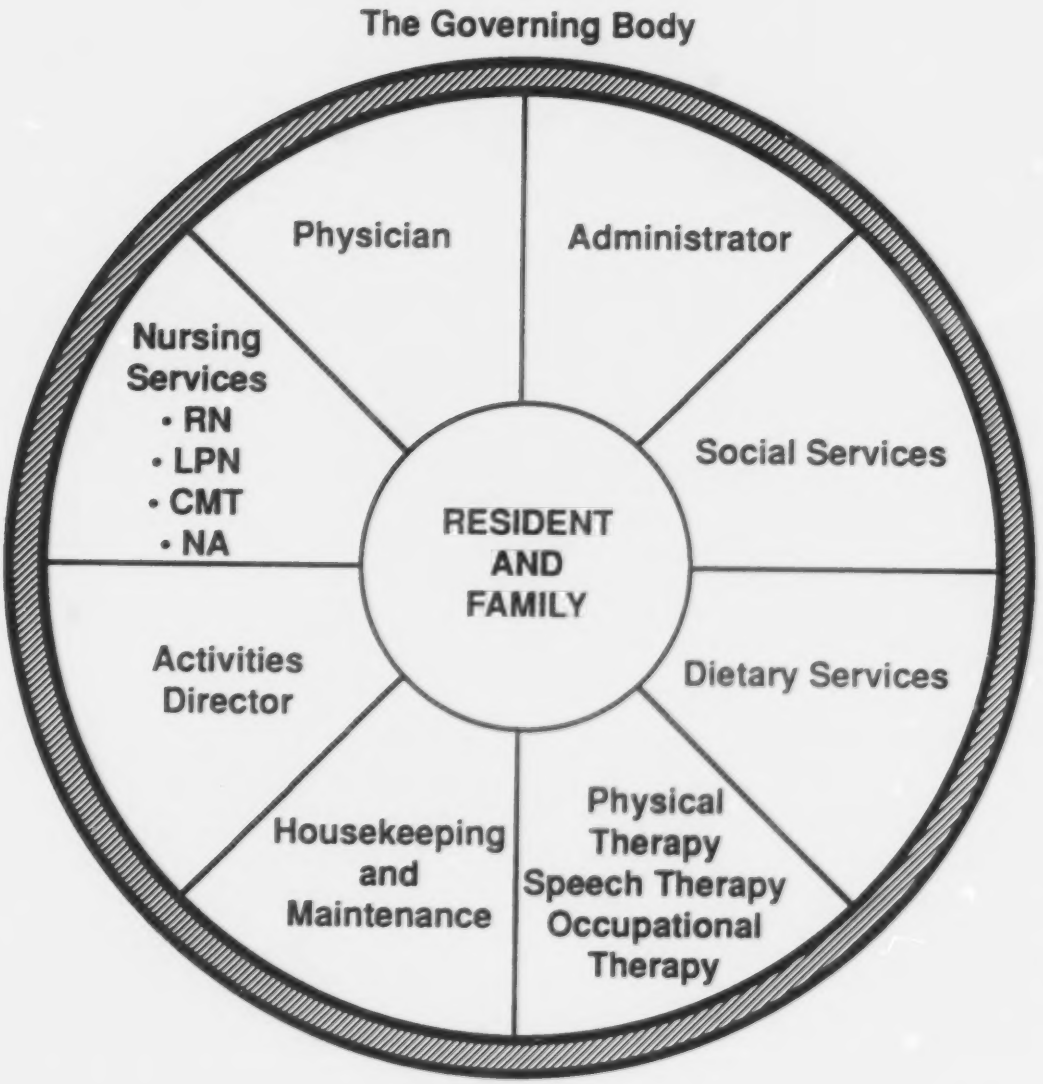
Organizational Chart - Acute Care



Take one branch such as dietary service or another specialty area and design further illustrations of the chain of command.

HO 1

Organizational Chart
Long-Term Care



RESIDENT'S RIGHTS

1. The resident has the right to be informed at the time of admission of his/her rights and the rules and regulations of the home. The resident must sign a statement which verifies that he/she knows his/her rights and the rules and regulations. A copy of the resident's rights must be available for the resident and rules and regulations must be available for the resident to read.

2. The resident has a right to be informed of services of the home and the charges for those services if they are not covered in the daily room charge. The resident must be informed in writing of charges and of rate changes during his/her stay. The resident has the right to choose his/her own supplier for services not included in the daily rate.

3. The resident has the right to be informed of his/her medical condition and has the right to participate in planning his/her medical treatment.

4. The resident has the right to be transferred or discharged only for medical reasons, for his/her welfare or that of other residents. The resident must be given 10 days notice of transfer or discharge.

5. The resident may exercise his/her rights as a citizen and as a result may voice grievances and recommend changes in policies. The resident has the right to see copies of inspections, deficiencies.

6. The resident has the right to manage his/her own personal finances or be given a quarterly accounting of financial dealings made on the resident's behalf. The facility must keep a separate account for each resident and $25.00 in petty cash for each resident. The facility must return funds and possessions within five days after discharge.

7. The resident has the right to be free from mental and physical abuse and free from chemical and physical restraints except as ordered by a physician. The facility must have a policy which defines the use of chemical and physical restraints.

8. The resident has the right to confidential treatment and may approve or refuse the release of records to anyone outside the facility.

9. The resident has the right to be treated with consideration, respect, dignity, and with privacy in the care of his/her personal needs. The facility shall permit a resident to meet alone with persons of his/her choice and provide an area which assures privacy.

10. The resident has the right not to be required to perform services for the facility that are not for therapeutic purposes in the plan of care.

11. The resident has the right to communicate with persons of his/her choice and to send and receive personal mail unopened. The resident shall have access to a telephone to make and receive calls.

12. The resident has the right to meet with and participate as well as not participate in activities of social, religious, and community groups at his/her discretion unless medically contraindicated.

13. The resident has the right to keep and use personal clothing and possessions as space permits.

14. The resident, if married, has the right to privacy for visits by his/her spouse. If both parties are residents of the home they will be permitted to share a room unless medically contraindicated.

15. The resident is allowed the option of purchasing or renting goods and services not included in the monthly per diem rate from a supplier of his/her own choice, provided the quality of the goods and services meets the reasonable standards of the facility.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

SCOPE OF UNIT:

This unit contains an overview of the dietary department. It discusses facilities in which dietary departments are found, dietary department staff members, and their respective duties. Agencies and policies that govern dietary departments are also presented.

INFORMATION TOPIC: I-2 OR DEMONSTRATION:

DIETARY STAFF
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Identify members of the dietary staff and their functions.
2. Identify the staff member(s) to whom the patient host/hostess is responsible.
3. List duties of patient host/hostess.
4. State qualifications of patient host/hostess.
5. Identify the staff member(s) to whom the dietary aide is responsible.
6. List duties of the dietary aide.
7. State qualifications of the dietary aide.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. HO 1: Dietary Department Organizational Chart

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Instructional Materials Laboratory. Dietary Manager in a Health Care Facility. Columbia, MO: University of Missouri, 1984.

Instructional Materials Laboratory. Food Service Vocational Preparation Curriculum. Columbia, MO: University of Missouri, 1982.

Instructional Materials Laboratory. Nurse Assistant in a Long-Term Care Facility. Columbia, MO: University of Missouri, 1987.

INTRODUCTION:

The dietary department, like any other department, has a definite structure and chain of command. During this lesson, we will discuss the various members of the dietary staff, their educational background, and job responsibilities. You will also find out who you are responsible to in the chain of command.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

OUTLINE: (Key Points)

NOTE: **Distribute HO 1 - Dietary Department Organizational Chart**

I. Dietitian

A. Education

1. College degree - (at least 4 years) specializing in food/nutrition

2. Pass registry exams

B. Job Responsibilities

1. Plans menus

a. Physician's orders

b. Patient's/resident's preferences

c. Drug/food allergies

2. Oversees preparation of food

a. Regular diets

b. Special diets

c. Special occasions

3. Orders food - equipment

4. Supervises all dietetic staff

5. Enforces sanitation and safety rules

C. Areas of employment

1. Hospitals

2. Long-term care facilities

3. Intermediate care facility

4. Government agencies

5. Consultant (self-employed)

6. Other

a. Diet control

b. Disease prevention

II. Dietetic Technician

A. Education - associate degree (2-year) from approved program by American Dietetic Association

B. Responsible to

1. Dietitian

2. Administrator and consultant dietitian (if home only has consultant dietitian)

C. Duties - same as dietitian if working under consultant dietitian

III. Dietetic Assistant (Food Service Supervisor)

A. Education - successful completion of dietetic assistant program approved by American Dietetic Association

B. Responsible to

1. Dietitian

2. Administrator and consultant dietitian

3. Dietetic technician

C. Duties - same as dietetic technician if working under consultant dietitian

IV. Patient Host/Hostess

A. Responsible to

1. Dietitian

2. Supervisor

B. General Duties

1. Prepares garnishes for patient trays

2. Transports food carts to floors

3. Distributes meals and picks up dirty trays

4. Prepares and distributes patient nourishments

5. Assembles and distributes late trays

6. Distributes and collects patient menus

7. Stocks floor pantries to standard level of selected foods and records daily on floor stock form

8. Cleans and sanitizes all equipment in floor kitchens

C. Qualifications

1. Good physical condition - job requires walking, standing, bending, reaching, lifting, and carrying (II-2)

2. Must be able to read with understanding

a. Diet sheets

b. Patient menus

c. Cleaning and sanitizing directions

d. Floor stock list

V. Dietary Aide

A. Responsible to

1. Dietitian

2. Supervisor

B. General duties

1. Assists in tray line assembly

2. Operates automatic dish machine, washes, sanitizes dishes for patients and personnel

3. Washes and sanitizes food carts used to transport food to patient floors

4. Washes carts used to transport food in food service area

5. Keeps equipment in work area clean and sanitized

6. Aids in keeping food and equipment areas clean and organized

7. Unpacks and stocks food and supplies in proper storage areas

8. Removes waste

9. Sweeps and mops floors when assigned

10. Performs other related duties as assigned

C. Qualifications

1. Good physical condition - job requires standing, walking short distances most of day, stooping, reaching, lifting kitchen equipment, pushing food cart

2. Must be able to read and write and to follow written and oral instruction.

VI. Other Dietary Staff - (depending on agency)

A. Salad preparation worker

B. Cooks

C. Cashier

VII. Summary and Conclusion

A. Dietitian

B. Dietetic technician

C. Dietetic assistant

D. Patient host/hostess

E. Dietary aide

F. Other dietary staff

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

INTERACTION ITEMS:

1. Why does the dietitian need a college degree?
2. Why is the dietetic technician responsible to a dietitian?
3. Why must a patient host/hostess be in good physical condition?
4. Why is it necessary to be able to read and write if you are a dietary aide?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

EVALUATION ITEMS:

Match the following dietary staff members to the correct function by writing the letter(s) in the blank. Note: Some staff members have more than one function listed.

____ 1.	Assists in tray line assembly	a.	Dietitian
____ 2.	Transports trays to floors	b.	Dietetic technician
____ 3.	Supervises all dietetic staff	c.	Dietetic assistant
____ 4.	Orders food and equipment	d.	Dietary aide
____ 5.	Enforces sanitary and safety rules	e.	Patient host/hostess

6. The patient host/hostess is responsible to:

   a.

   b.

7. List five duties of the patient host/hostess.

   a.

   b.

   c.

   d.

   e.

8. List two qualifications of the patient host/hostess.

   a.

   b.

9. The dietary aide is responsible to:

   a.

   b.

10. List five duties of the dietary aide.

   a.

   b.

   c.

   d.

   e.

11. List two qualifications of the dietary aide.

   a.

   b.

LESSON PLAN: 2

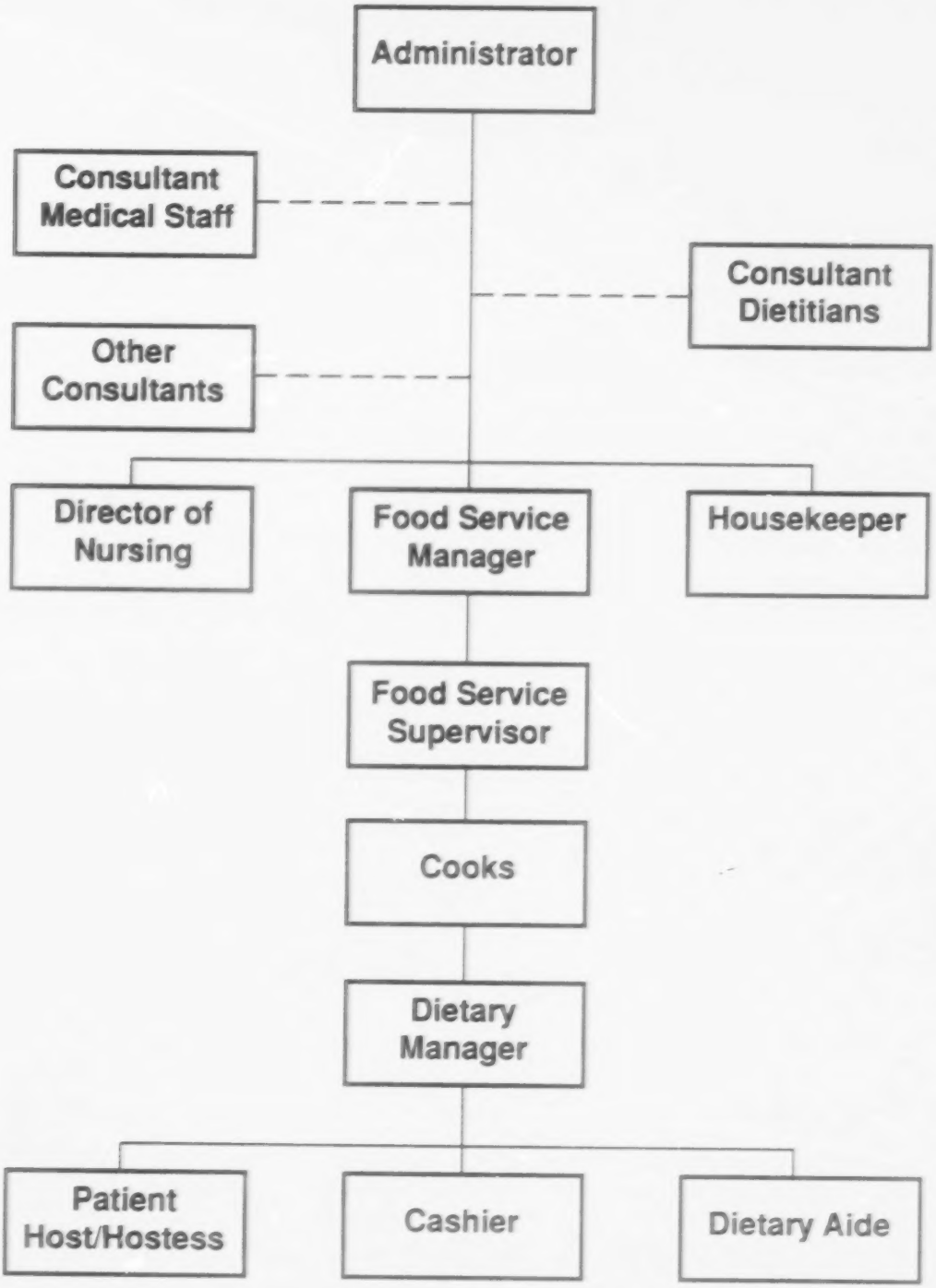
COURSE TITLE: DIETARY AIDE

UNIT I: ORIENTATION TO DIETARY

ANSWERS TO EVALUATION ITEMS:

1. d
2. e
3. a
4. b,c
5. b,c
6. a. Dietitian
   b. Supervisor
7. The student may list any five of the following:
   a. Prepares garnishes for trays
   b. Transports food carts to floors
   c. Distributes meals and picks up trays
   d. Prepares and distributes nourishments
   e. Assembles and distributes late trays
   f. Distributes and collects menus
   g. Stocks floor pantries
   h. Cleans and sanitizes all equipment
8. a. Good physical condition
   b. Must be able to read and understand diet sheets, menus, and cleaning directions
9. a. Dietitian
   b. Supervisor
10. The student may list any five of the following:
   a. Assist in tray line assembly
   b. Operate dish machine
   c. Wash and sanitize food carts
   d. Wash and sanitize equipment
   e. Keep food and equipment area clean
   f. Unpack and stock food
   g. Removal of waste
   h. Sweep and mop floors
11. a. Dietitian
   b. Supervisor

Dietary Department Organizational Chart



LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT II: COMMUNICATION

SCOPE OF UNIT:

This unit covers communication skills. Both verbal and nonverbal communication skills are reviewed, as well as barriers which impede effective communication. Tips for communicating effectively, including ways to listen, are presented. Telephone techniques are also discussed in this unit.

INFORMATION TOPIC: II-1 OR DEMONSTRATION:

COMMUNICATION
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Define communication.
2. Explain the difference between verbal and nonverbal communication.
3. List four barriers that prevent communication.
4. Name at least two other factors that interfere with communication.
5. Distinguish between hearing and listening.
6. List ways to listen.
7. List some general ways to communicate effectively with resident/patient, family members, and coworkers.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. Filmstrip: "Non-Verbal Communications," J. Weston Walch (Portland, Maine 04104)
2. Filmstrip: "Body Language," J. Weston Walch (Portland, Maine 04104)

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Instructional Materials Laboratory. Health Services Assistant. Columbia, MO: University of Missouri, 1989.

Instructional Materials Laboratory. Respiratory Therapy Assistant. Columbia, MO: University of Missouri, 1987.

Simmers, Louise. Diversified Health Occupations. Albany, NY: Delmar Publishing Co., 1988.

INTRODUCTION:

Communication is always a two-way process consisting of a sender and a receiver. As a health care worker, you will be communicating with residents and patients, their families, and other staff members. It is important that you not only are consciously aware of the communication process, but that you continually strive to improve your communication skills.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT II : COMMUNICATION

OUTLINE: (Key Points)

I. Communication - the exchange of information accomplished by sending and receiving messages.

II. Verbal Communication

A. Usually a voluntary act which transmits a message using a language

B. Examples of verbal communication used by the dietary aide

1. Telephone conversations

2. Delivering and receiving messages

3. Greeting patients/residents, staff, and visitors

III. Nonverbal Communication

A. Nonverbal communication is communication that does not depend upon words; feelings or emotions are expressed in other ways

B. Examples of nonverbal communication

1. Facial expression

2. Gestures and body movements

3. Body posture

4. Tone of voice

5. Space

6. Silence

7. Touch

IV. Barriers that Prevent Communication

A. Changing the subject

B. Voicing one's opinion without being asked

C. Belittling a person's feelings

D. Appearing too busy or preoccupied

E. Jumping to conclusions

F. Giving false or inappropriate reassurances

G. Causing fear of an unpleasant response

V. Other Factors Which Interfere with Communication

A. Deafness

B. Difficulty in speaking due to illness

C. Difficulty in understanding due to illness

D. Differences in intended meaning of words due to:

1. Age - youth and elderly may attach very different meanings to the same word

2. Ethnic background - various cultures have their own unique connotations for certain words

3. Geographic area - regional expressions may not carry the same meaning

VI. How Hearing and Listening Differ

A. Hearing - passive awareness of sound

B. Listening - an active, conscientious attempt to hear what the message is and what it means.

VII. Ways to Listen

A. Concentrate and pay close attention to what is being said and done. (II-1)

B. Always look directly at person who is speaking, establishing and maintaining eye contact.

C. Try to put aside your own prejudices and values and understand the speaker's point of view, even if you do not agree with him/her. (II-2)

VIII. Communicating Effectively with Residents/Patients

A. Show that you are interested in the resident/patient.

B. Allow time for talking.

C. Pace yourself to speak at the same rate as the patient/resident speaks.

D. Try to get at the resident's/patient's eye level and stay within sight.

E. Remember that when you communicate, you are not only conveying words but also your attitudes and feelings about yourself and others.

IX. Communicating Effectively with Family Members

A. Show an interest in the family members.

B. Allow time for talking.

C. Answer their questions if it is within your role, or refer them to someone who can (i.e. nurse, dietitian, etc.). (II-3)

D. Remember the family may be upset over illness, etc.

E. Always be courteous and tactful.

X. Communicating Effectively with Coworkers

A. Speak distinctly.

B. Always be courteous and tactful.

C. Remember - EVERYONE'S job is to care for the resident/patient and EVERYONE'S job is IMPORTANT.

XI. Summary and Conclusion

A. Communication

B. Verbal communication

C. Nonverbal communication

D. Barriers that prevent communication

E. Other factors which interfere with communication

F. How hearing and listening differ

G. Ways to listen

H. Communicating effectively with residents/patients

I. Communicating effectively with family members

J. Communicating effectively with coworkers

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT II: COMMUNICATION

INTERACTION ITEMS:

1. How would you react if you were trying to talk to someone who seemed distracted or even turned his/her back to you while you were talking?

2. How do you feel when you are talking to someone who seems to be making judgments about what you are saying?

3. Why is it important to refer the patient's/resident's family members to the correct source of information rather than trying to answer their questions yourself?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Have students role-play various scenarios using the barriers to communication presented in this lesson. Students should choose one barrier and then make up a short presentation to show how it impedes communication. Have the students observe how the barrier might be overcome to promote good communication.

2. To illustrate how easily communication can break down, have students play "pass-a-message" in which the instructor writes down a sentence on a piece of paper and gives it to a student. This student then whispers it to the next student, who whispers it to the next, etc. When the last student receives the message, he/she then writes it down and compares it to the original written message issued by the instructor. Chances are the original message was quite different than the one written down by the last student.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT II : COMMUNICATION

EVALUATION ITEMS:

1. Define communication.

2. What is the difference between verbal and nonverbal communication?

3. List four barriers to communication.

   a.

   b.

   c.

   d.

4. Two other factors that interfere with communication are:

   a.

   b.

5. What is the difference between hearing and listening?

6. List two ways to listen.

   a.

   b.

7. Name four general ways to communicate effectively with resident/patient, family, and coworkers.

a.

b.

c.

d.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT II : COMMUNICATION

ANSWERS TO EVALUATION ITEMS:

1. Communication is the exchange of information accomplished by sending and receiving messages.
2. Verbal communication is usually a voluntary act which transmits a message using a language, and nonverbal communication does not use language; expresses feelings or emotions in other ways.
3. The student may list any four of the following:
   a. Changing the subject
   b. Voicing one's opinion without being asked
   c. Belittling a person's feelings
   d. Appearing too busy or pre-occupied
   e. Jumping to conclusions
   f. Giving false or inappropriate reassurances
   g. Causing fear of an unpleasant response
4. The student may list any two of the following:
   a. Deafness
   b. Difficulty speaking due to illness
   c. Difficulty in understanding due to illness
   d. Difference in meaning of terms
5. Hearing is passive awareness of sound. Listening is an active conscientious attempt to hear what the message is and what it means.
6. The student may list any two of the following:
   a. Concentrate and pay close attention.
   b. Always look directly at person who is speaking.
   c. Try to put aside own prejudices and values.
7. The student may list any four of the following:
   a. Show an interest.
   b. Allow time for talking.
   c. Force yourself to speak at the same pace patient/resident speaks.
   d. Try to be at eye level.
   e. Allow time for talking.
   f. Speak distinctly.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT II : TELEPHONE TECHNIQUES

SCOPE OF UNIT:

This unit covers communication skills. Both verbal and nonverbal communication skills are reviewed, as well as barriers which impede effective communication. Tips for communicating effectively, including ways to listen, are presented. Telephone techniques are also discussed in this unit.

INFORMATION TOPIC: II-2 OR DEMONSTRATION:

TELEPHONE TECHNIQUES
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. List six basic principles for telephone use.
2. Describe a technique for screening a phone call.
3. Given a phone message, fill out a phone call form.
4. Describe a method for transferring a phone call.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. TM 1: Standard Message Form
2. Film: "Keys to the Office" (available from Instructional Television - ITV)

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Instructional Materials Laboratory. Health Services Assistant. Columbia, MO: University of Missouri, 1989.

Instructional Materials Laboratory. Dental Aide. Columbia, MO: University of Missouri, 1988.

Instructional Materials Laboratory. Radiology Aide. Columbia, MO: University of Missouri, 1987.

INTRODUCTION:

A person who is trained in proper use of the telephone can have a positive effect on building a professional atmosphere in the work place. The telephone conversation may be the only contact with the caller. Over the telephone, we do not have the advantage that we have in person when we are able to smile, use friendly gestures, and offer a warm handshake. On the phone, we must make up the difference with our voice and how well we come across to the caller. Remember, the person calling cannot see you and can only judge you and your place of employment through the all-important telephone conversation.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT II : TELEPHONE TECHNIQUES

OUTLINE: (Key Points)

I. Basic Principles for Telephone Use

A. Answer incoming calls promptly.

B. Identify yourself when you answer the telephone. Your place of employment may have a prescribed requirement or standard format for this identification: for example, "Dietary department, Mary Brown speaking."

C. Be pleasant in tone and words. (II-1)

D. Enunciate words clearly so that the caller can understand you.

E. Take time to be courteous, using the caller's name during the conversation and by talking to the person, not at the telephone.

F. Listen attentively. Take time to get and give answers to questions. This builds good will for your department.

G. Apologize to the caller for mistakes or delays and indicate what will be done to correct errors. Be sure to follow-up and see that the "correcting" really gets done.

H. Speak distinctly. Speak directly into the mouthpiece in low-pitched voice. Your lips should be about an inch away form the mouthpiece, and you should speak in your natural tone. To enable you to hear the caller, keep the receiver close to your ear. If you are having difficulty hearing the caller, it is okay to ask him/her, in a cordial way, to speak more loudly into the phone.

I. Take appropriate and ample notes during a telephone conversation. Date all notes so you will be able to "follow-through" and so there will be a record for reference.

J. Allow the caller to terminate the call. This is correct protocol. Replace the telephone receiver gently when the conversation is completed.

K. Follow the procedures and guidelines that are specific to that particular department.

L. Do not place a caller on hold unless you have no other choice.

1. Most people dislike being put on hold.

2. Being left on hold for long periods wastes the caller's time, creates feelings of frustration, and makes the caller feel as if he/she is unimportant. (II-2)

M. If you must place the caller on hold, let him/her know that you are putting him/her on hold and approximately how long.

1. Example: "Mrs. Smith, can you hold for about three minutes?"

2. After you return to the phone, thank the caller for waiting.

II. Screening Telephone Calls

A. If a person is calling to make an appointment, it is particularly important to learn the purpose or business to be transacted.

B. An excellent technique is to ask, in a friendly and polite voice, "May I tell Mr. Brown who is calling?"

C. Most callers will give their name as well as the reason for the call.

III. Taking Messages

A. Dietitians will not always be free to come to the phone and take a call; therefore, the aide must make a record of both telephone calls and visitors who came during the dietitians absence.

B. Have a standardized form for these messages, preferably printed on colored paper so they will "stand out" and be noticed when placed on a desk. Your department may have printed such a form. (TM 1)

C. Get the following minimum information

1. Who the caller wanted to speak to, or who the visitor came to see

2. Date

3. Time (hour and minute)

4. Name of the person who called or visited (spelled correctly). Ask them to spell name if unsure.

5. Where that caller/visitor is from

6. Phone number of person who called or visited

7. Subject of caller's or visitor's inquiry

8. Message

9. Your name

E. A courteous approach should be used in getting all necessary information.

F. If you don't know the caller's name and phone number, it is necessary to ask.

1. The best way to phrase the question is: "May I have your name, please, and your telephone number?"

2. Be sure you have correctly spelled the caller's name. To verify spelling, it is helpful to use simple words to distinguish between letters which may sound alike on the phone. For example: "A as in able, "B as in baker," etc.

G. Double-check yourself by repeating the message to the caller before he/she terminates the call. This technique helps to prevent errors or misunderstandings.

H. Be sure to thank the caller/visitor, and assure him/her that the message will be forwarded to the appropriate person right away.

IV. Transferring Telephone Calls

A. This procedure calls for tact and competence so callers do not get the impression that they are getting the "runaround." Tell the caller why you must transfer the call.

B. Tell caller how the call is going to be transferred so that he/she will not think he/she is being cut off.

C. Give the caller the number to which you are transferring the call to so if transfer does not go through successfully, the caller can call back and reach the appropriate person.

D. Transfer the call by following the procedure used with the phone system at your facility (operator-assisted, or direct interdepartmental transfer).

E. If you answer a phone call from a person who has been frequently "transferred" and, as a result, is somewhat unhappy and annoyed, the best procedure is to take the name, phone number, and information needed. Assure the caller that you will find the appropriate party or information they are seeking and call back. Then be sure to follow through.

V. Summary and Conclusion

A. Basic principles for telephone use

B. Screening telephone calls

C. Taking messages

D. Transferring telephone calls

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT II : TELEPHONE TECHNIQUES

INTERACTION ITEMS:

1. What is meant by being pleasant in tone? Why is it undesirable to use a shrill or high-pitched voice on the phone?

2. Have you ever been put on hold without knowing how long the party on the other end would be gone or why you were supposed to wait? If so, how did it make you feel?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Using two phones, role-play the following:

   a. Handle an irritated caller who has been put on hold for five minutes and then transferred to three other departments before she finally speaks to you.

   b. Answer the phone in a professional manner and then proceed to collect information from a caller who wants to leave a message.

   c. Handle a visitor to the department who wants to leave a message for the dietitian.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT II : TELEPHONE TECHNIQUES

EVALUATION ITEMS:

1. List six basic principles for telephone use.

   a.

   b.

   c.

   d.

   e.

   f.

2. Describe techniques for screening a call.

3. Directions: On the standard message form provided below, transfer the following telephone message using today's date and the current time.

Dr. Smith called Ms. Stephens, the dietitian, to discuss a low-sodium diet for Mr. Jones, a patient in Room 123. He wants Ms. Stephens to call him back as soon as possible. His telephone number is 567-4321.

TO: _____

DATE: _____ TIME: _____

BY: _____

☐ Please return call ☐ Telephoned

☐ Will call again ☐ Returned your call

Name of caller: _____

of: _____

Phone: _____

Message: _____

_____

_____

_____

4. Describe a method for transferring a phone call.

LESSON PLAN: 2

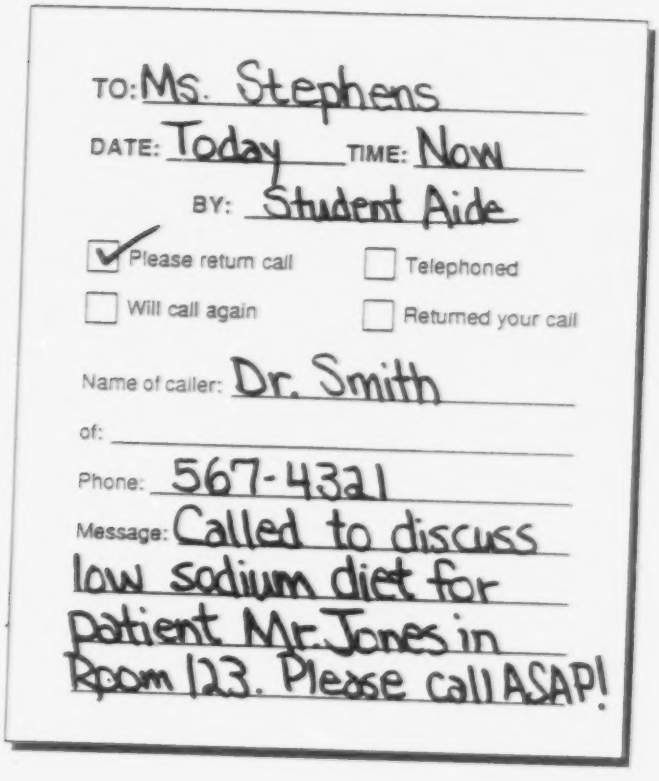
COURSE TITLE: DIETARY AIDE

UNIT II : TELEPHONE TECHNIQUES

ANSWERS TO EVALUATION ITEMS:

1. The student may list any six of the following:
   a. Answer incoming calls promptly.
   b. Identify yourself when you answer the telephone.
   c. Be pleasant in tone and words.
   d. Enunciate words clearly so that the caller can understand you.
   e. Take time to be courteous, using the caller's name during the conversation and by talking to the person, not at the telephone.
   f. Listen attentively. Take time to get and give answers to questions.
   g. Apologize to the caller for mistakes or delays and indicate what will be done to correct errors. Be sure to follow-up and see that the "correcting" really gets done.
   h. Speak distinctly.
   i. Take appropriate and ample notes during a telephone conversation.
   j. Allow the caller to terminate the call.
   k. Follow the procedures and guidelines that are specific to that particular department.
   l. Do not place a caller on hold unless you have no other choice.
   m. If you must place the caller on hold, let him/her know that you are putting him/her on hold and approximately how long.
2. An excellent technique is to ask, in a friendly and polite voice, "May I tell Mr. Brown who is calling?" Most callers will give their name as well as the reason for the call.

3.



TO: Ms. Stephens

DATE: Today TIME: Now

BY: Student Aide

☑ Please return call ☐ Telephoned

☐ Will call again ☐ Returned your call

Name of caller: Dr. Smith

of:

Phone: 567-4321

Message: Called to discuss low sodium diet for patient Mr. Jones in Room 123. Please call ASAP!

4. a. Tell caller how the call is going to be transferred so that he/she will not think he/she is being cut off.

b. Give the caller the number to which you are transferring the call to so if transfer does not go through successfully, the caller can call back and reach the appropriate person.

c. Transfer the call by following the procedure used with the phone system at your facility (operator-assisted, or direct interdepartmental transfer).

Standard Message Pad

TO: _____

DATE: _____ **TIME:** _____

BY: _____

☐ Please return call ☐ Telephoned

☐ Will call again ☐ Returned your call

Name of caller: _____

of: _____

Phone: _____

Message: _____

_____

_____

_____

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

SCOPE OF UNIT:

This unit covers safety and sanitation aspects, including information concerning body mechanics, basic safety rules for dietary employees, information about food-borne illnesses, and key points in personal sanitation. Fire safety is discussed, including safe operation of a fire extinguisher. First aid for the choking victim is also covered in this unit.

INFORMATION TOPIC: III-1 OR DEMONSTRATION:

BODY MECHANICS
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Define body mechanics.
2. State reasons for using good body mechanics.
3. List at least four rules of good body mechanics.
4. List four key points to remember when lifting heavy objects.
5. State steps in moving food carts.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. HO 1: Proper Lifting Techniques
2. Filmstrip: "Body Mechanics" - available from Medcom, Inc., Garden Grove, CA
3. Film: "Body Mechanics" - American Health Care System (Preshak Films L.T.D.)

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Instructional Materials Laboratory. Dietary Manager in a Health Care Facility. Columbia, MO: University of Missouri, 1984.

Instructional Materials Laboratory. Food Service Vocational Preparation Curriculum. Columbia, MO: University of Missouri, 1982.

Instructional Materials Laboratory. Nurse Assistant in a Long-Term Care Facility. Columbia, MO: University of Missouri, 1987.

INTRODUCTION:

As a health care worker, one of your major duties will be to move and lift objects. You must know how to do this without straining your back and causing an injury to yourself. There are ways to use your body to reduce strain and fatigue, which is what the next lesson will cover.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT III: SAFETY AND SANITATION

OUTLINE: (Key Points)

I. Body Mechanics (II-1)

A. Definition - the way in which the body moves and maintains balance with the most efficient use of all its parts

B. Reasons for using good body mechanics:

1. Muscles work best when used properly

2. Makes lifting, pushing, and pulling easier

3. Prevents unnecessary fatigue and strain

4. Prevents injury

II. Basic Rules of Good Body Mechanics When Lifting Objects (HO 1)

A. Maintain broad base of support with feet 6-8" apart.

B. Bend from knees and hips. (II-2)

C. Use strongest muscles to do the job.

D. Carry heavy objects close to the body.

E. Avoid twisting your body; turn with your feet and entire body.

F. If an object is too heavy, always get help before you attempt to move it.

G. Push, pull, or roll an object rather than lift if possible.

III. Lifting and Moving Boxes - Heavy Pans

A. Avoid strains when lifting by storing heavier objects on lower shelves.

B. Use arms to support object.

C. Use leg muscles when lifting, not back muscles.

D. Bend knees and keep back straight when lifting.

E. Hold object near your body.

F. Set objects down by same procedure used in lifting.

G. Get help in lifting heavy objects.

IV. Pushing Carts

A. Keep body close to cart.

B. Push slowly, watching for obstacles.

C. Stay to one side of hallway.

V. Summary and Conclusion

A. Body mechanics

B. Basic rules of good body mechanics

C. Lifting and moving boxes

D. Pushing carts

(II-3)

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

INTERACTION ITEMS:

1. What does "good body mechanics" mean?
2. Why is it important to bend from knees and hips?
3. Why should you keep your body close to the cart?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Have students practice lifting different size objects from floor, off shelf, etc.
2. Show a filmstrip, film, or video on body mechanics.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

EVALUATION ITEMS:

1. Define body mechanics.

2. State reasons for using good body mechanics.

   a.

   b.

   c.

   d.

3. List four rules of good body mechanics.

   a.

   b.

   c.

   d.

4. List four key points to remember when lifting heavy objects.

   a.

   b.

   c.

   d.

5. State steps in moving food carts.

   a.

   b.

   c.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

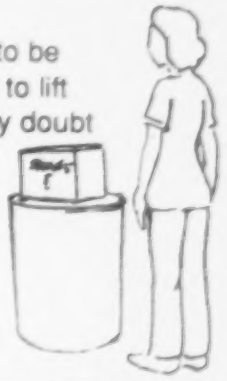
UNIT III : SAFETY AND SANITATION

ANSWERS TO EVALUATION ITEMS:

1. The way in which the body moves and maintains balance
2. a. Muscles work best when used properly
   b. Makes lifting, pushing, and pulling easier
   c. Prevents fatigue and strain
   d. Prevents injury
3. The student may list any four of the following:
   a. Maintain broad base of support
   b. Bend from knees and hips
   c. Use strongest muscles to do job
   d. Carry heavy objects close to body
   e. Avoid twisting your body
   f. If object is too heavy always get help before attempting to move it.
   g. Push, pull, or roll an object rather than lift
4. The student may list any four of the following:
   a. Avoid strains by storing heavier object on lower shelf
   b. Use arms to support object
   c. Use leg muscles when lifting
   d. Bend knees - keep back straight
   e. Hold object near body
   f. Get help in lifting heavy objects
5. a. Keep body close to cart
   b. Push slowly - watch for obstacles
   c. Stay to one side of hallway

Proper Lifting Techniques

1. Size up the load to be lifted. Do not attempt to lift alone if you have any doubt about your ability to do so.

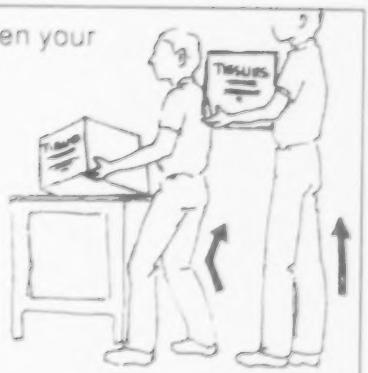


2. Check your footing. Your feet should be shoulder width apart to give you a broad base of support (good balance).

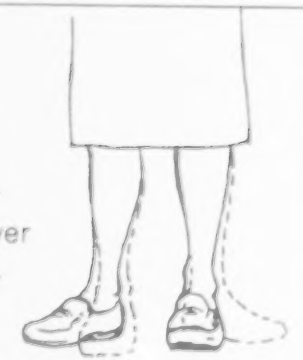
3. Get close to whatever is being lifted instead of reaching for it. Move in and hold it close.

4. Get yourself "lined up," ie. keep your back straight (put on "high midriff"). Bend at the knees and hips.

5. Straighten your legs to lift.



6. Shift the position of your feet to turn; never twist your body.



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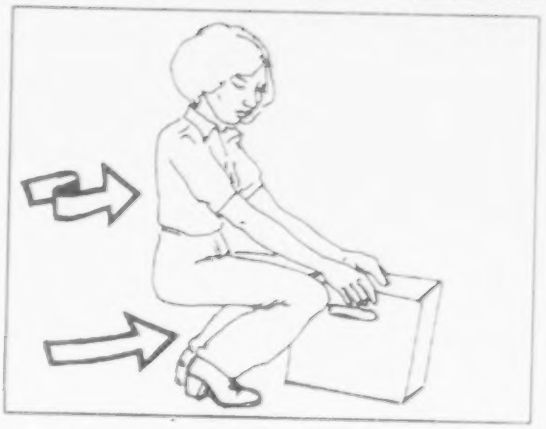
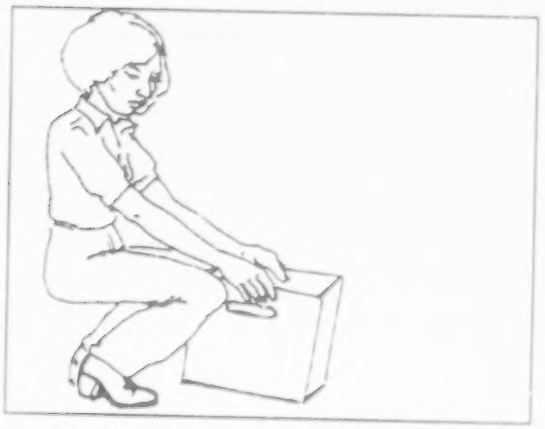
7. Avoid strains when lifting by storing heavier objects on lower shelves.

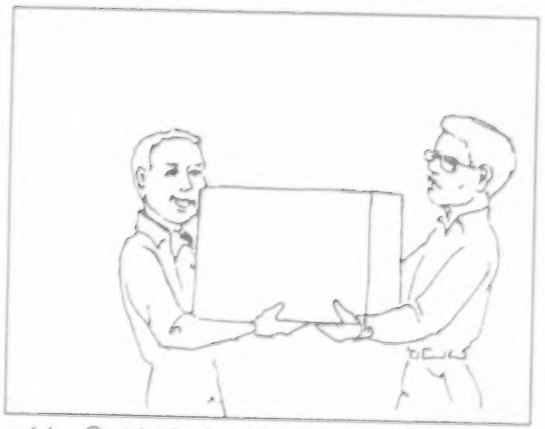


8. When lifting an object or lowering it down, use leg muscles, not back muscles. Bend knees and keep back straight.

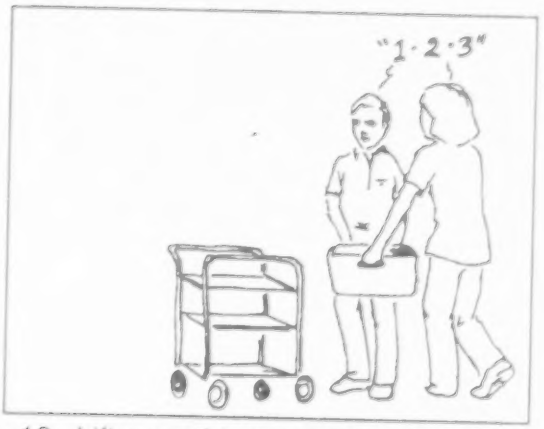


9. Hold objects near your body.

10. Push or pull an object (instead of lifting) whenever you can, and use these same rules. It is safer and easier that way.



11. Get help for lifting heavier objects.



12. Lift smoothly to avoid strain produced by jerky movements. Get together (ready, 1, 2, 3) with the person helping you.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT I-II : SAFETY AND SANITATION

SCOPE OF UNIT:

This unit covers safety and sanitation aspects, including information concerning body mechanics, basic safety rules for dietary employees, information about food borne illnesses, and key points in personal sanitation. Fire safety is discussed, including safe operation of a fire extinguisher. First aid for the choking victim is also covered in this unit.

INFORMATION TOPIC: III-2 OR DEMONSTRATION:

EMPLOYEE SAFETY
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. List four rules for working near a hot stove.
2. State at least five precautions to observe when using a knife.
3. Name five guidelines for care and operation of heavy equipment.
4. Explain procedures for broken equipment.
5. State why spills should be wiped up immediately.
6. Explain procedure for pushing food cart through swinging door.
7. State rules for storing and using chemicals and disinfectants.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. HO 1: Guidelines for Care and Operation of Equipment
2. Films available from Missouri Department of Health
    a. "Kitchen Safety; Preventing Cuts and Strains"
    b. "Preventing Falls"

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Cornelius, Ethelwyn. Food Service Careers. Peoria, IL: Chas A. Bennett Co., Inc., 1974.

Instructional Materials Laboratory. Food Service Vocational Preparation Curriculum. Columbia, MO: University of Missouri, 1982.

INTRODUCTION:

As a health care worker, it is important that you know and observe all safety rules. Injuries on the job account for a large number of days lost on the job. Be alert and follow all safety rules.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT III: SAFETY AND SANITATION

OUTLINE: (Key Points)

I. Safety Rules for Working Near Hot Stoves

A. Assume all pots, pans, stoves, steam kettles, coffee urns, and pipes are hot before you touch them.

B. Keep pan and utensil handles away from burners and pilot lights; do not allow them to extend over the stove's front edge, where they can be bumped; always turn pan handles away from front of stove. (II-1, II-2)

C. Use dry, not damp pot holders, cloths, or mittens before handling oven doors, pots and pans, or any utensils used near the oven or steam table. (II-3)

D. When removing lids from pots, pans, coffee urns, etc. raise the far edge of cover to direct steam away from you.

II. Precautions to Observe when Using Knives

A. Use proper knife for job - keep it sharp. A sharp knife is safer since it will cut easier and will not require as much pressure which increases the danger of slipping.

B. Keep cutting edge away from body when cleaning or drying knives.

C. When chopping food, bend the fingers under and hold item with hand.

D. Keep the point of the knife on the block.

E. Cut away from your body.

F. Store in designated storage area.

G. Do not place knives underneath towels and cloths.

H. Do not leave knives in sink.

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I. If you drop a knife, let it fall, do not try to catch it.

(II-4)

J. Knife blades should not be extended over the edge of counter tops when using.

K. Do not reach blindly for a knife. Watch what you are doing.

L. Eliminate horseplay when using knives.

M. Do not use knives as substitutes for screwdrivers or can openers. Always use the proper tools.

N. Use special carton openers rather than knives for opening cases or boxes.

III. Guidelines for Care and Operation of Heavy Equipment (HO 1)

A. Only authorized personnel are to use equipment.

B. When removing heavy or hot containers, have adequate assistance and know where the containers are to be placed.

C. Equipment should not be left unattended while running.

(II-5)

D. Follow directions and use safety guards while operating equipment.

E. Remove plug carefully from socket when unplugging.

F. Turn off switches before adjusting speed.

G. Always use guard when slicing food or using other equipment that is equipped with guards.

H. Make sure all attachments for power tools are fastened securely.

I. Always turn equipment off when job is completed and allow the moving parts to stop before food is removed.

J. Do not wear ties, flowing aprons, loose sleeves, or jewelry that might get caught when working around power appliances.

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IV. Broken Equipment

A. Never use any electrical appliances with frayed cords.

B. Never attempt to use malfunctioning or broken equipment.

C. All broken equipment should be labeled and reported to your supervisor immediately.

V. Safety Tips Regarding Wet Floors

A. All spills must be wiped up immediately. Wet floors cause people to slip and fall.

B. Areas in front of stove, ice machine, etc. should be monitored for spills.

C. All employees should wear skid-resistant shoes.

VI. Precautions for Using Swinging Doors

A. Should have window in each door.

B. Exit through right hand door. If pushing large food cart - have someone hold door.

C. Push doors open slowly and carefully.

VII. Storing and Using Chemicals and Disinfectants

A. Storing

1. Chemicals and disinfectants must be stored in a separate area away from food preparation area.

2. All chemicals and disinfectants must be covered with a tight-fitting lid/cover and clearly labeled.

B. Using - Read <u>all</u> label information paying particular attention to cautions/warnings for use on the container **BEFORE** opening the container and using the product. If you are in doubt of how a product should be used, ASK **YOUR SUPERVISOR.**

1. Many chemicals should only be used in a well-ventilated area. (II-6)

2. Many chemicals produce harmful, even deadly, gases when mixed with other chemicals.

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3. You should wear protective gloves when using most chemicals and disinfectants.

4. Use only for the intended purpose as described on the label. Some chemicals and disinfectants may harm equipment if improperly used.

VIII. Summary and Conclusion

A. Safety rules for working near hot stoves

B. Precautions to observe when using knives

C. Guidelines for care and operation of heavy equipment

D. Broken equipment

E. Safety tips regarding wet floors

F. Chemicals and disinfectants

G. Precautions for using swinging doors

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

INTERACTION ITEMS:

1. Why do you keep utensil and pan handles away from burners?

2. Why do you keep utensil and pan handles from extending over the stove front? How would this rule be helpful in a home with small children?

3. Why should you never use damp pot holders?

4. Why is it inadvisable to try to catch a falling knife?

5. Why is it not recommended to leave equipment unattended while it is running?

6. Why should some chemicals be used only if the area is well-ventilated?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Practice using hot pads or oven mittens to move large pans of water, etc.

2. Practice removing lids from pans by raising the far edge of the cover first.

3. Have students read labels on containers of common chemicals and disinfectants. Have them report on typical cautionary labeling information.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

EVALUATION ITEMS:

1. List four safety rules for working near a hot stove.

   a.

   b.

   c.

   d.

2. State at least five precautions to observe when using a knife.

   a.

   b.

   c.

   d.

   e.

3. Name four guidelines for care and operation of heavy equipment.

   a.

   b.

   c.

   d.

4. List two things you should do when you discover a piece of equipment that is broken.

   a.

   b.

5. Why should spills be wiped up immediately?

6. Explain the procedure for pushing food carts through swinging doors.

7. State the rules for storing and using chemicals and disinfectants.

Storing: Two rules are:

a.

b.

Using: The <u>major</u> rule to remember is:

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

ANSWERS TO EVALUATION ITEMS:

a. Assume all pots, pans, and utensils are hot.
b. Keep handles away from burners and turned away from the front of the stove.
c. Use dry pot holders.
d. When removing lids, raise far edge of cover to direct steam away from you.

The student may list any five of the following:

a. Use proper knife for job and keep it sharp.
b. Keep cutting edge away from body.
c. Hand fingers under and hold item with hand when chopping.
d. Keep point of knife on block when chopping.
e. Cut away from body.
f. Store in proper place.
g. Don't hide knives under towels, etc.
h. Don't leave knives in sink.
i. Let knife fall, don't try to catch it.
j. Blade should not be extended over edge of counter top.
k. Do not reach blindly for a knife.
l. Eliminate horse-play when using knives.
m. Do not use knives as substitutes for screwdrivers or can openers.
n. Use special carton openers rather than knives for opening cases or boxes.

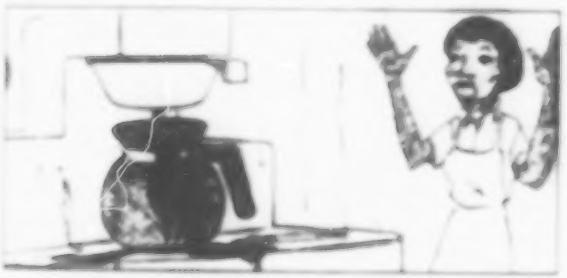
The student may list any four of the following:

a. Only authorized personnel are to use equipment.
b. Equipment should not be left unattended while running.
c. Follow directions and use safety guards while operating equipment.
d. Seek adequate help to remove hot or heavy containers.
e. Remove plug carefully from socket when unplugging.
f. Turn off switches before adjusting speed.
g. Use guards when they are available for the equipment.
h. Make sure all attachments for power tools are fastened securely.
i. Always turn equipment off and allow moving parts to stop before cleaning food.
j. Don't wear loose clothing.
k. Wear [illegible]
l. Report all [illegible]
m. [illegible]

6. Exit through at right hand door. If pushing a large food cart, have someone hold the door. Push doors open slowly and carefully.
7. Storing:
   a. Chemicals and disinfectants must be stored in a separate area away from food preparation area.
   b. All chemicals and disinfectants must be covered with a tight-fitting lid/cover and clearly labeled.

Major rule for using - Read <u>all</u> label information paying particular attention to cautions/warnings for use on the container **BEFORE** opening the container and using the product. If you are in doubt of how a product should be used, **ASK YOUR SUPERVISOR**.

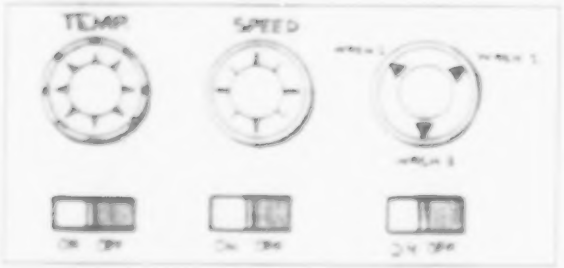
Guidelines for Care and Operation of Equipment



1. Equipment should not be left unattended when it is running.

2. Follow directions and use safety guards when operating equipment.

3. Remove plug carefully from socket when unplugging.



4. Turn off switches before adjusting speed.

5. Keep work surfaces and floor dry when using equipment.

6. Follow regular schedules for cleaning and maintaining equipment.

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT III : SANITATION AND SAFETY

SCOPE OF UNIT:

This unit covers safety and sanitation aspects, including information concerning body mechanics, basic safety rules for dietary employees, information about food-borne illnesses, and key points in personal sanitation. Fire safety is discussed, including safe operation of a fire extinguisher. First aid for the choking victim is also covered in this unit.

INFORMATION TOPIC: III-3 OR DEMONSTRATION:

FOOD-BORNE ILLNESSES
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Identify microorganisms responsible for food-borne illnesses and how they are spread.
2. Name conditions that promote microorganism growth.
3. List potentially hazardous foods.
4. Identify ways food becomes contaminated.
5. List methods for preventing food-borne illnesses and microorganism growth.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. TM 1: Temperature Chart for Microorganism Growth
2. TM 2: Microorganism Growth Curve
3. HO 1: Understanding the Food Poisoners

4. Films available from Missouri Department of Health

   a. "The Spoilers"

   b. "Sanitation Rules Make Sense"

5. USDA's Food Safety is No Mystery Video and Teaching Modules - available for $20.50 (includes postage and tax), order from Modern Talking Picture Services, 5000 Park Street W., St. Petersburg, Florida 33709

6. USDA's Meat and Poultry HOTLINE - information is available by calling 1-800-535-4555 (10 a.m. to 4 p.m. EST)

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCE:

Instructional Materials Laboratory. Dietary Manager in a Health Care Facility. Columbia, MO: University of Missouri, 1984.

INTRODUCTION:

Foodborne illnesses are caused by improper handling of food. It is very important that the food service worker knows what causes these illnesses and how they are prevented.

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT III : SANITATION AND SAFETY

OUTLINE: (Key Points)

I. Microorganisms Which Cause Food-Borne Illness

A. Staphylococcus aureus (Staph) - transmitted by food handlers with infected sores or throat infections

B. Clostridium botulinum - transmitted through contaminated food; food not heated to proper temperature (II-1)

C. Salmonella - transmitted through contaminated food; particularly poultry

D. Clostridium perfringens - transmitted through contaminated food; found in cooked foods that have been stored improperly

II. Conditions for Microorganism Growth

A. Temperature (HO 1)

1. Danger zone - 40°F - 140°F

2. Rapid growth zone - 60°F - 125°F

B. Moisture

C. Time (HO 2)

1. Food should not be held in danger zone more than 2 hours

2. Time in danger zone accumulates

D. Protein-rich, low-acid foods

III. Potentially Hazardous Foods (II-2)

A. Milk and milk products - custards and puddings

B. Eggs and egg-rich products - cream or custard meringue pies and foods with custard filling such as cakes, cream puffs, sweet rolls, etc.

C. Meat, poultry, fish and shellfish

D. Ground meats

E. Foods prepared with mayonnaise, salad dressing - these foods often contain meat, eggs, fish, or other protein-rich ingredients

F. Any combination of the above foods

IV. Ways Food Contamination Can Occur

A. Infected food handlers

1. Open sores

2. Respiratory infections

B. Contaminated food supplies

C. Unsafe, improper food handling (cross-contamination)

D. Unsanitary equipment

E. Hazardous chemicals

F. Rodents, flies, and insects

V. Methods for Preventing Food-Borne Illness and Growth

A. Keep foods out of the danger and rapid growth zones. (TM 1)

B. Chill potentially hazardous foods quickly. (TM 2)

1. Cold water with ice running bath

2. Divide large batches into smaller, shallower pans.

C. Cook foods thoroughly to 165°F internal temperature.

D. Practice good personal hygiene.

1. Don't touch hair and face.

2. Wash hands frequently.

3. Avoid coughing and sneezing around food.

E. Adequately sanitize dishes and equipment.

1. Chemicals

2. Moist heat - 180°F for 15 seconds

3. Air-dry after sanitizing. (II-3)

F. Handle equipment properly; avoid food contact with surfaces.

G. Thaw food in refrigerator.

H. Ill or infected employees should not be near food.

I. Do not spread bacteria from raw meat and poultry to other foods. Wash hands after contact.

J. Thoroughly cook raw meat, poultry, and fish.

K. Do not use food from damaged containers.

L. Maintain proper temperature levels in refrigerator (40°F) and freezer (0°F).

M. Wear hair covering and use gloves as appropriate, according to facility policy.

VI. Summary and Conclusion

A. Microorganisms which cause food-borne illness

B. Conditions for microorganism growth

C. Potentially hazardous foods

D. Ways food contamination can occur

E. Methods for preventing food-borne illness and growth

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT III : SANITATION AND SAFETY

INTERACTION ITEMS:

1. Why should you not taste canned food (green beans, corn, etc.) before it is heated?

2. Why does food poisoning occur more frequently in the summer?

3. Why should utensils be air-dried?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Show the film, "The Spoilers" - available from the Missouri Department of Health

2. Show the film, "Sanitation Rules Make Sense" - available from the Missouri Department of Health

3. Show the video, "Food Safety is No Mystery" - available from Modern Talking Picture Services (see ordering information on first page of this lesson plan)

4. Obtain information from the local health department regarding cases of food poisoning.

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT III : SANITATION AND SAFETY

EVALUATION ITEMS:

Match each type of microorganism to the manner by which it is most often spread.

____	1. Contaminated food; particularly poultry	a.	Clostridium perfringens
____	2. Food handlers with infected sores or throat infections	b.	Staphylococcus aureus
____	3. Contaminated food; food not heated to proper temperature	c.	Clostridium botulinum
____	4. Contaminated food; food not stored properly	d.	Salmonella

5. Name the four conditions that promote microorganisms growth.

a.

b.

c.

d.

6. Name four potentially hazardous foods.

a.

b.

c.

d.

7. Name three ways food becomes contaminated.

a.

b.

c.

8. List five methods for preventing food-borne illnesses and microorganism growth.

a.

b.

c.

d.

e.

LESSON PLAN: 3

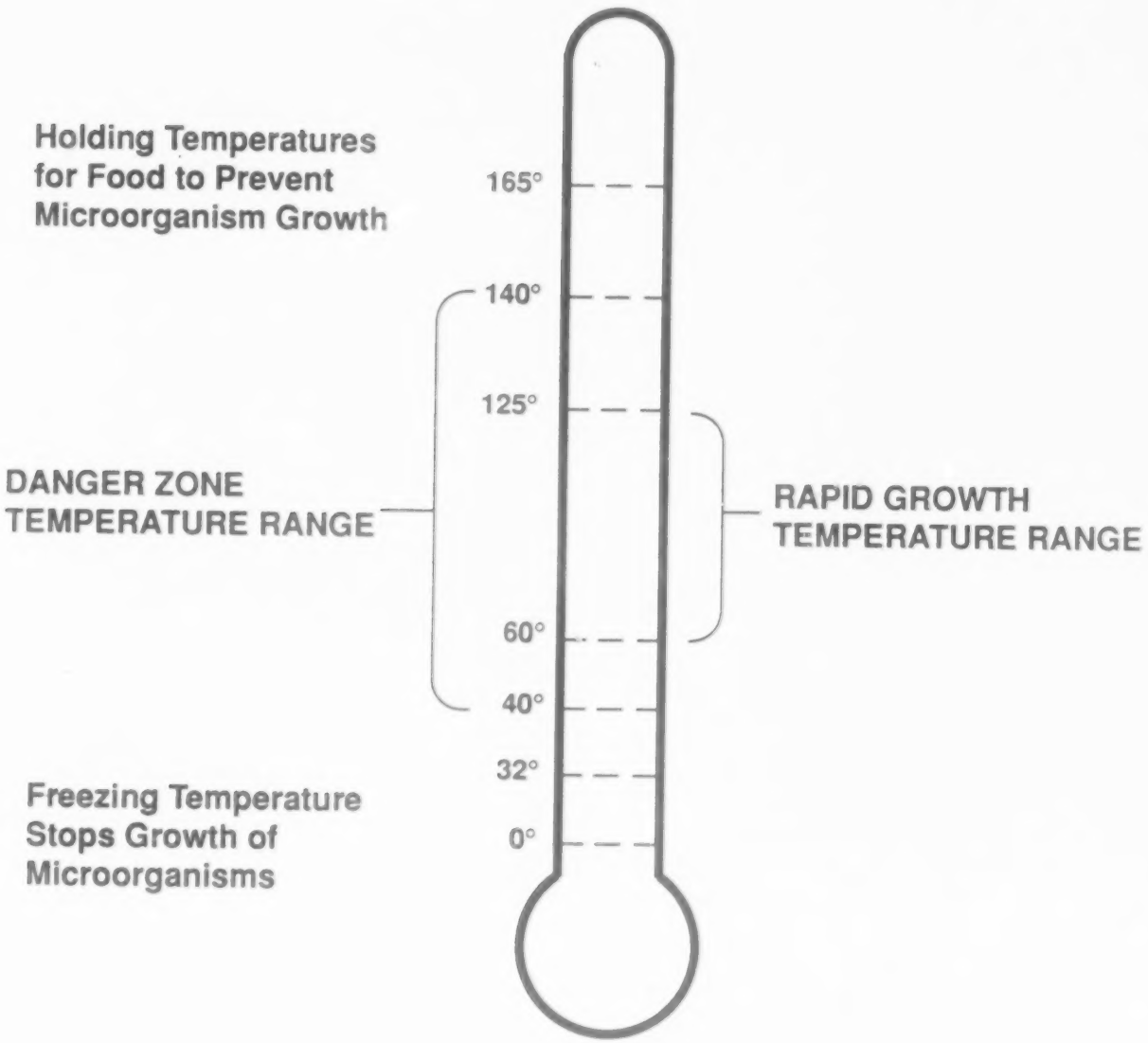
COURSE TITLE: DIETARY AIDE

UNIT III : SANITATION AND SAFETY

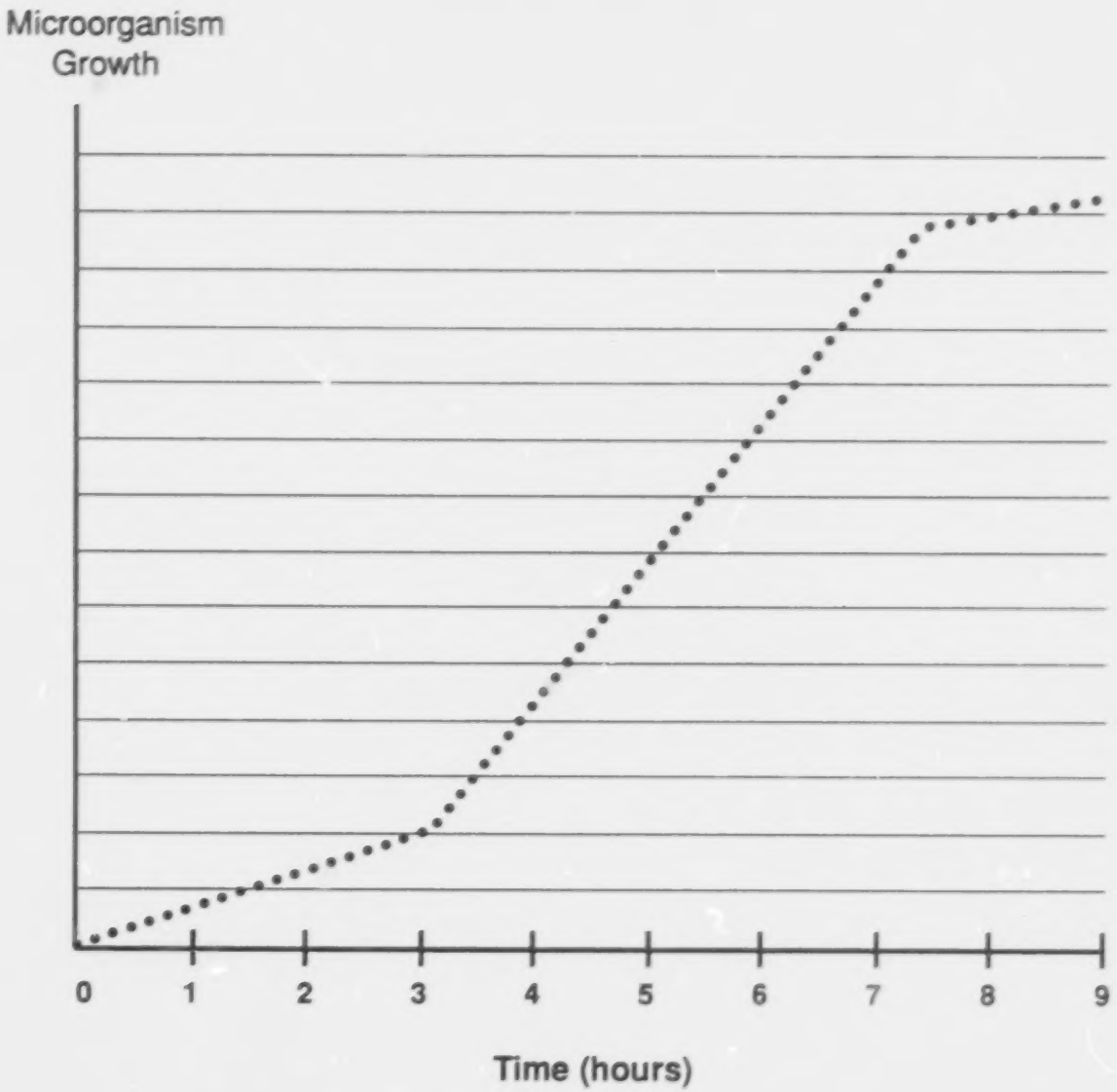
ANSWERS TO EVALUATION ITEMS:

1. d
2. b
3. c
4. a
5. a. Temperature
   b. Moisture
   c. Time
   d. Protein-rich, low-acid foods
6. The student may list any four of the following:
   a. Milk and milk products
   b. Eggs and egg-rich products
   c. Meat, poultry, fish, and shell fish
   d. Ground meats
   e. Food prepared with mayonnaise, salad dressing that also contain protein-rich ingredients
   f. Any combination of the above food
7. The student may list any three of the following:
   a. Infected food handlers
   b. Contaminated food supplies
   c. Unsafe, improper food handling (cross-contamination)
   d. Unsanitary equipment
   e. Hazardous chemicals
   f. Rodents, flies, and insects
8. The student may list any five of the following:
   a. Keep food out of danger and rapid growth zone.
   b. Chill potentially hazardous foods quickly.
   c. Cook food thoroughly to 165°F internal temperature.
   d. Practice good personal hygiene.
   e. Adequately sanitize dishes and equipment.
   f. Handle equipment properly.
   g. Thaw food in refrigerator.
   h. Keep ill or infected employees away from food.
   i. Do not spread bacteria from raw meat and poultry to other foods; wash hands after contact.
   j. Thoroughly cook raw meat, poultry, fish.
   k. Do not use food from damaged containers.
   l. Maintain proper temperature levels in refrigerator (40°F) and freezer (0°F).
   m. Wear hair covering and use gloves as appropriate, according to facility policy.

Temperature Chart for Microorganism Growth



Microorganism Growth Curve



Explanation: Rapid growth of microorganisms occurs after a lag phase in which the organisms adjust to the environment. The rapid growth occurs, under the proper conditions, until the growth can no longer be supported by the environment.

HO 1

Understanding the Food Poisoners

What is Food Poisoning? Food poisoning, caused by harmful bacteria, normally produces intestinal flu-like symptoms lasting a few hours to several days. But in cases of botulism, or when food poisoning strikes infants, the ill or the elderly, the situation can be serious.

Where do these bacteria come from and how can they be stopped? Food poisoning bacteria, microscopic in size, surround us—in the air, soil, water, in our own digestive tracts and in those of many animals. The only way they can effectively be stopped is by careful attention to food handling rules like those outlined in this handout.

Bacteria	How it Attacks	Symptoms	How it Attacks
Staphylococcus aureus (Staph)	Staph spreads from some one handling food. It is found on the skin and in boils, pimples and throat infections. At warm temperatures, staph produces a poison.	2-8 hours after eating, you could have vomiting and diarrhea lasting a day or two.	Cooking won't destroy the staph poison, so: —Wash hands, utensils before preparing food. —Don't leave food out over 2 hours. —Susceptible foods are meat, poultry, meat and poultry salads, cheese, egg products, starchy salads (potato, macaroni, pasta and tuna), custards, cream-filled desserts.
Salmonella	You can get salmonella when infected food—meat, poultry, eggs, fish—is eaten raw or undercooked. Other cases? When cooked food comes in contact with infected raw food, or when an infected person contaminates food.	In 12-36 hours you could have diarrhea, fever and vomiting lasting 2-7 days.	Keep raw food away from cooked food, and: —Thoroughly cook meat, poultry, fish. —Be especially careful with poultry, pork, roast beef, hamburger. —Don't drink unpasteurized milk.
Clostridium perfringens	This "buffet germ" grows rapidly in large portions of food that are cooling slowly. It can also grow in chafing dishes which may not keep food sufficiently hot, and even in the refrigerator if food is stored in large portions which do not cool quickly.	In 8-24 hours you could have diarrhea and gas pains, ending usually in less than a day. But older people and ulcer patients can be badly affected.	Keep food hot (over 140°F) or cold (under 40°F), and: —Divide bulk cooked foods into smaller portions for serving and cooling. —Be careful with poultry, gravy, stews, casseroles.
Campylobacter jejuni	You drink untreated water on an outing. Your pet becomes infected and spreads it to the whole family, or you eat raw or undercooked meat, poultry or shellfish.	In 2-5 days you could have severe (possibly bloody) diarrhea, cramping, fever and headache lasting 2-7 days.	Don't drink untreated water or unpasteurized milk, and: —Thoroughly clean hands, utensils and surfaces that touch raw meats. —Thoroughly cook meat, poultry and fish.
Clostridium botulinum	Often occurs in home-canned or any canned goods showing warning signs—clear liquids turned milky, cracked jars, loose lids, swollen or dented cans or lids. Beware of any jar or can that spurts liquid or has an off-odor when opened.	In 12-48 hours your nervous system could be affected. Symptoms? Double vision, droopy eyelids, trouble speaking and swallowing, difficult breathing. Untreated, botulism can be fatal.	Carefully examine home-canned goods before use, and: —Don't use any canned goods showing danger signs. —If you or a family member has botulism symptoms, get medical help immediately. Then call health authorities.

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Note: While the chart highlights the preventive measures most important in avoiding each type of bacteria, you should understand that *all* the rules of prevention should be followed with all food.

U.S.D.A. Food Safety and Inspection Service, "Safe Food to Go," May 1988.

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

SCOPE OF UNIT:

This unit covers safety and sanitation aspects, including information concerning body mechanics, basic safety rules for dietary employees, information about food-borne illnesses, and key points in personal sanitation. Fire safety is discussed, including safe operation of a fire extinguisher. First aid for the choking victim is also covered in this unit.

INFORMATION TOPIC: III-4 AND DEMONSTRATION: III-4

PERSONAL SANITATION
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. List the main personal characteristics of a dietary worker.
2. State the basic rules relating to personal hygiene and appearance of a dietary worker.
3. State when plastic gloves should be worn.
4. Describe the correct procedure for tasting food.
5. Demonstrate proper handwashing techniques.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. HO 1: Proper Procedure for Tasting Food
2. Plastic spoons, pan of water (for practicing food tasting)
3. Water
4. Soap
5. Paper towels
6. Wastebasket

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Instructional Materials Laboratory. Food Service Vocational Preparation Curriculum. Columbia, MO: University of Missouri, 1982.

Instructional Materials Laboratory. Health Services Assistant. Columbia, MO: University of Missouri, 1989.

INTRODUCTION:

As a health care worker, it is important that you possess the qualities of a loyal worker. It is also important that you use the proper techniques for handwashing--the most important procedure for reducing germs.

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

OUTLINE: (Key Points)

I. Personal Characteristics of a Dietary Worker

A. Dependability

1. Report to work on time.

2. Keep absences to a minimum.

3. Do assigned task as well as you can.

4. Do a task you know should be done without waiting to be told.

B. Accuracy

1. Follow directions carefully; if you do not understand, ask someone. (II-1)

2. Concentrate on your job.

C. Honesty

1. Admit to mistakes when you make them.

2. Do not waste supplies and equipment.

II. Personal Appearance and Hygiene

A. Bathe and shower daily.

B. Use deodorant.

C. Wear clean uniform and a clean apron daily. Do not wear dangling jewelry, ties, etc. as they are a potential source of food contamination, and they may get caught in equipment.

D. Hair must be tied back or covered (depending on area of dietary department); do not touch hair or face while working.

E. Cover nose and mouth with a tissue if you cough or sneeze then wash hands with soap immediately before returning to work.

F. Do not work with food if you have a cut or sore on your hands. (II-2)

G. After you handle raw foods such as meat, wash your hands with soap before working with ready-to-eat foods such as salad. (II-3)

H. Do not wash hands in sinks that are used for food preparation.

I. After using the toilet, scrub your hands and fingernails with soap and water.

J. Report illnesses to your employer. Do not work around food, if you have a runny nose, sore throat, or diarrhea.

III. Use of Plastic Gloves

A. Anytime you pick up unwrapped food to put on tray; example: slice of bread, cookie, etc.

B. Anytime hands would come in direct contact with food that has been touched by another person; example: cleaning trays (II-4)

IV. Proper Procedure for Tasting Food (HO 1) (II-5)

A. Obtain two plastic spoons.

B. Take sample from pot with first spoon.

C. Transfer sample to second spoon.

D. Move to side of pot before tasting.

E. Throw away the spoons.

NOTE: Metal spoons may be used but they must be washed and sterilized before using again.

V. Steps of Procedure for Washing Hands

A. Remove watch and/or loose rings if necessary. Roll up your sleeves.

B. Turn on water with knee, foot, or hand controls; adjust temperature so it is warm.

CAUTION: Do not turn controls during procedure.

C. Wet hands thoroughly, including two to three inches above wrists; position hands so that wrists are lower than elbows.

D. Apply a generous amount of soap to hands. If using bar soap, rinse it well before lathering and before returning it to the dish.

E. Scrub hands for at least 15 seconds:

1. Wash palms and backs of hands with at least ten circular motions.

2. Wash fingers and between fingers with at least ten circular motions.

3. Wash wrists and lower arms with at least ten circular motions.

F. Rinse lower arms, wrists, and hands, keeping wrists lower than elbows.

G. Dry hands well with paper towel or fresh clean towel, using one for each hand.

H. Turn off faucet with paper towel.

I. Discard paper towel. Be careful not to touch the part that touched the faucet.

VI. Summary and Conclusion

A. Personal characteristics of a dietary worker

B. Personal hygiene and appearance

C. Use of plastic gloves

D. Proper procedure for tasting food

E. Steps of procedure for washing hands

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

INTERACTION ITEMS:

1. Why is it important to ask someone to clarify directions?

2. Why should you avoid working with food if you have a cut on your hand?

3. Why must you wash your hands after handling raw meats?

4. Why is it important to wear gloves when cleaning trays after the resident or patient has eaten?

5. What do you think the correct procedure is for tasting food?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Have students take turns practicing the correct tasting procedure using plastic spoons and a pan of water.

2. Instructor demonstrate proper technique for washing hands. Students practice the technique and do individual return demonstrations.

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT III: SAFETY AND SANITATION

EVALUATION ITEMS:

1. List the three main personal characteristics of a dietary worker.

   a.

   b.

   c.

2. State five rules relating to personal hygiene and appearance of a dietary worker.

   a.

   b.

   c.

   d.

   e.

3. When should plastic gloves be worn?

   a.

   b.

4. Describe the correct procedure for tasting food.

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT III: SAFETY AND SANITATION

EVALUATION ITEMS: NAME OF STUDENT _____

HANDWASHING

EQUIPMENT:

1. Water
2. Soap
3. Paper towels
4. Wastebasket

DID THE STUDENT	YES	NO
1. Remove watch and/or rings; roll up sleeves.		
2. Turn on water correctly; adjust temperature.		
3. Wet hands and 2-3" above wrists (keeping wrists lower than elbows).		
4. Apply proper amount of soap (keeping wrists lower than elbows).		
5. Scrub hands using proper technique on palms, wrists and fingers.		
6. Rinse lower arms, wrists, and hands (keeping wrists lower than elbows).		
7. Dry hands properly.		
8. Turn off faucet correctly.		
9. Discard towel.		

The student has satisfactorily completed the procedure "HANDWASHING" according to the steps outlined.

_____
Instructor's Signature

_____
(Date)

LESSON PLAN: 4

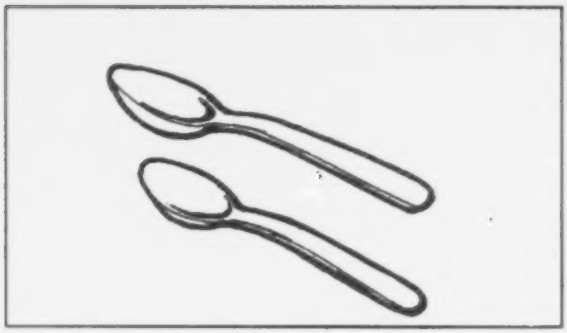
COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

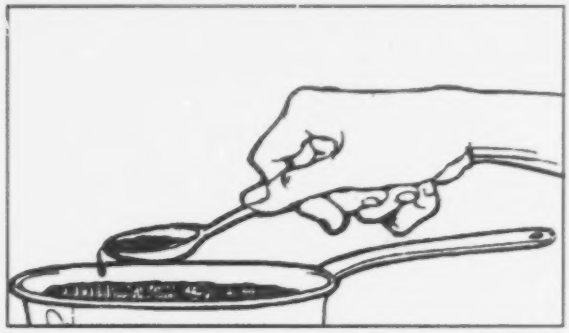
ANSWERS TO EVALUATION ITEMS:

1. a. Dependability
   b. Accuracy
   c. Honesty
2. The student may list any five of the following:
   a. Bathe/shower daily
   b. Use deodorant
   c. Clean uniform and apron
   d. Hair covered or tied back
   e. Cover nose and mouth when coughing or sneezing and wash hands after
   f. Don't work with food if you have cut or sore on your hands
   g. Wash hands after handling raw foods before working with other food
   h. Don't wash hands in food preparation sink
   i. Wash hands after using toilet
   j. Report illnesses
3. a. Anytime you pick up unwrapped food to put on a tray.
   b. Anytime hands would come in direct contact with food that has been touched by another person
4. a. Obtain 2 plastic spoons.
   b. Take sample from pot with first spoon.
   c. Transfer to second spoon.
   d. Move to side of pot and taste.
   e. Throw spoons away (or wash and sterilize if using metal spoons).

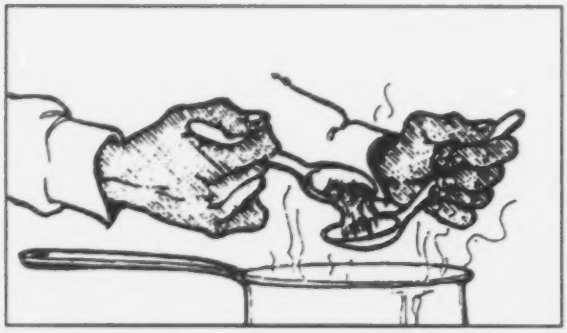
Proper Procedure for Tasting Food



1. Obtain two clean plastic spoons.



2. Place first spoon in food and dip out some food.



3. Place food in second spoon.

4. Move spoonful of food away from cooking area.

5. Taste the food.

Note: Metal spoons may be used but they must be washed and sterilized afterwards.

6. Throw away the spoons.

LESSON PLAN: 5

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

SCOPE OF UNIT:

This unit covers safety and sanitation aspects, including information concerning body mechanics, basic safety rules for dietary employees, information about food-borne illnesses, and key points in personal sanitation. Fire safety is discussed, including safe operation of a fire extinguisher. First aid for the choking victim is also covered in this unit.

INFORMATION TOPIC: III-5 OR DEMONSTRATION:

OBSERVING FIRE SAFETY
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Identify the elements needed to start a fire.
2. State the major cause of fires.
3. Identify the major types of fire extinguishers and the kind of fire associated with each.
4. State five precautions to take to prevent fires.
5. Identify measures to take in case of fire.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. Filmstrip: "Stop That Fire Before It Starts" - American Health Care Association

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCE:

Simmers, Louise. Diversified Health Occupations. Albany, NY: Delmar Publishing Co., 1988.

INTRODUCTION:

Fire safety is everyone's responsibility. It is important to keep the work area free of debris. In this lesson we will discuss major causes of fires, types of extinguishers, and what you can do.

LESSON PLAN: 5

COURSE TITLE: DIETARY AIDE

UNIT III: SAFETY AND SANITATION

OUTLINE: (Key Points)

I. Fires

A. Three elements needed to start a fire (II-1)

1. Oxygen (O_2)

2. Fuel

3. Heat source - open flame, spark, or overheated wiring, etc.

B. Major cause of fires - statistics show that most fires occur as a result of careless smoking/match handling practices (II-2)

C. Other common causes of fires

1. Incorrect use of electricity or faulty wiring

2. Faulty heating/ventilation systems

3. Improper disposal of flammable materials

4. Arson - someone intentionally sets a fire to cause property damage

5. Spontaneous combustion - necessary elements are present and a fire ignites by itself

II. Fire Extinguishers - four major types

A. Class A - used on paper, cloth, and wood fires; consists of pressurized water

B. Class B - used on burning petroleum-based liquid products (such as oil, paint, and gasoline), and cooking oil fires; consists of carbon dioxide (CO_2)

C. Class C - used on electrical fires and burning liquids; consists of dry chemicals (potassium bicarbonate or potassium chloride)

D. Class ABC or Combination - appropriate for use on all fires; contains graphite-based chemical

III. Preventing Fires

A. Obey all "no smoking" signs; report any violation.

B. Before using any electrical equipment, examine the cord for damage such as fraying or cracks; make sure cord is properly grounded by checking to see that the three-prong plug at the end of the cord is securely plugged into the wall outlet. **Never plug a three-prong plug into a standard household two-prong extension cord.** (II-3)

C. Make sure flammable items are completely extinguished; never dispose of in waste basket.

D. Avoid dropping wet food into hot grease.

E. Strike match in direction away from you. (II-4)

F. When lighting gas oven or range, light match before turning on gas.

G. Never pour water on a grease fire. Water will cause the fire to spread.

H. Store flammable liquids in appropriate receptacles in an area designated by the supervisor.

IV. Measures to Take In Case of Fire

A. Stay calm--THINK!

B. Report fire immediately to supervisor.

C. Call fire department or hospital operator (depends on institution policy), pull fire alarm box.

D. Obtain fire extinguisher and use it properly.

NOTE: **Fire extinguisher procedure in next lesson.**

V. Summary and Conclusion

A. Fires

B. Fire extinguishers

C. Preventing fires

D. Measures to take in case of fire

LESSON PLAN: 5

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

INTERACTION ITEMS:

1. What would happen if one of the three elements were missing?
2. What is the number one cause of fires?
3. What could happen if an electrical appliance is improperly grounded?
4. Why should one strike matches away from oneself?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Show a film on fire safety.

LESSON PLAN: 5

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

EVALUATION ITEMS:

1. Name the three elements needed to start a fire.

   a.

   b.

   c.

2. State the major cause of fires.

3. Match the type of fire extinguisher with the kind of fire it works on.

____ Class A - pressurized water	a. electrical fires
____ Class B - carbon dioxide	b. all fires
____ Class C - dry chemicals	c. paper, cloth, and wood fires
____ Class ABC - graphite-based chemical	d. burning petroleum-based liquids, or cooking fat fires

4. List five precautions for preventing fires.

   a.

   b.

   c.

   d.

   e.

5. List four measures to take in case of fire.

a.

b.

c.

d.

LESSON PLAN: 5

COURSE TITLE: DIETARY AIDE

UNIT III: SAFETY AND SANITATION

ANSWERS TO EVALUATION ITEMS:

1. a. Oxygen
   b. Fuel
   c. Heat
2. Most fires are caused by careless smoking and match handling practices.
3. c, d, a, b
4. The student may list any five of the following:
   a. Obey all "no smoking" signs; report any violation.
   b. Before using any electrical equipment, examine the cord for damage such as fraying or cracks; make sure cord is properly grounded by checking to see that the three-prong plug at the end of the cord is securely plugged into the wall outlet. Never plug a three-prong plug into a standard household two-prong extension cord.
   c. Make sure flammable items are completely extinguished; never dispose of in waste basket.
   d. Avoid dropping wet food into hot grease.
   e. Strike match in direction away from you.
   f. When lighting gas oven or range, light match before turning on gas.
   g. Never pour water on a grease fire. Water will cause the fire to spread.
   h. Store flammable liquids in appropriate receptacles in an area designated by the supervisor.
5. a. Stay calm.
   b. Report fire to supervisor.
   c. Call fire department or hospital operator, pull alarm box.
   d. Obtain fire extinguisher and use it properly.

LESSON PLAN: 6

COURSE TITLE: DIETARY AIDE

UNIT III: SAFETY AND SANITATION

SCOPE OF UNIT:

This unit covers safety and sanitation aspects, including information concerning body mechanics, basic safety rules for dietary employees, information about food-borne illnesses, and key points in personal sanitation. Fire safety is discussed, including safe operation of a fire extinguisher. First aid for the choking victim is also covered in this unit.

INFORMATION TOPIC: OR DEMONSTRATION: III-6

USE OF FIRE EXTINGUISHER
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Demonstrate correct procedure for using a fire extinguisher.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. Representative from your local fire department should be invited as guest instructor. He or she should do the actual instruction with materials supplied by the fire department.

2. Filmstrip: "Fire Fire" - American Health Care Association

INFORMATIONAL ASSIGNMENT:

Read this lesson prior to class and be prepared to discuss the information presented.

REFERENCE:

Simmers, Louise. Diversified Health Occupations. Albany, NY: Delmar Publishing Company, 1988.

INTRODUCTION:

Knowing how to use a fire extinguisher is very important. In this lesson you will demonstrate how to use fire extinguisher.

LESSON PLAN: 6

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

OUTLINE: (Key Points)

I. Steps of Procedure for Using Fire Extinguisher

A. Check type of extinguisher to make sure it is the right type for the fire.

B. Release lock on top of extinguisher by pulling pin.

C. Hold extinguisher firmly.

D. Aim nozzle at fire.

E. Stand 6-10 feet from edge of fire.

F. Activate the extinguisher by squeezing handles together, using a side to side movement. Spray toward the closest edge of the fire.

G. Continue until fire is out or help arrives.

H. Remain calm.

II. Summary and Conclusion

A. Ask interaction items.

B. Review steps of procedure.

LESSON PLAN: 6

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

INTERACTION ITEMS:

1. Why is it necessary to check the type of extinguisher?
2. Why do you stand 6-10 feet back?
3. Why do you spray toward near edge of fire?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Guest instructor from local fire department demonstrates proper use of fire extinguisher. Students practice the technique and do individual return demonstrations.

LESSON PLAN: 6

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

EVALUATION ITEMS: NAME OF STUDENT_____

USING A FIRE EXTINGUISHER

EQUIPMENT:

1. Fire extinguisher (or simulator) provided by local fire department

DID THE STUDENT	YES	NO
1. Check type of extinguisher.		
2. Release lock on top of extinguisher (pull pin).		
3. Hold extinguisher firmly.		
4. Aim nozzle at fire.		
5. Stand 6-10 feet from edge of fire.		
6. Activate extinguisher using side to side movement, spraying toward closest edge of fire.		
7. Continue until fire is out or help arrives.		
8. Remain calm.		

The student has satisfactorily completed the procedure "USING A FIRE EXTINGUISHER" according to the steps outlined.

_____
Instructor's Signature

_____
(Date)

LESSON PLAN: 7

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

SCOPE OF UNIT:

This unit covers safety and sanitation aspects, including information concerning body mechanics, basic safety rules for dietary employees, information about food-borne illnesses, and key points in personal sanitation. Fire safety is discussed, including safe operation of a fire extinguisher. First aid for the choking victim is also covered in this unit.

INFORMATION TOPIC: OR DEMONSTRATION: III-7

FIRST AID FOR THE CHOKING VICTIM
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Demonstrate correct technique in providing first aid for a conscious or unconscious choking victim according to the steps of procedure.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. HO 1: Sign of Choking
2. HO 2: First Aid for the Choking Victim
3. Film: "How to Save a Choking Victim--The Heimlich Maneuver." Check local libraries, health department, etc. (Available through St. Louis City and County Libraries)

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Johnson-Pawlson, Jean and Marsha Goodwin. How to be a Nurse Aide in a Nursing Home. Washington, DC: American Health Care Association, 1985, pp. 170-171.

McClelland, Sharon and Geraldine Kaspar. A Clinical Manual for Nursing Assistants. Monterey, CA: Wadsworth Health Sciences Division, 1985, pp. 154-160.

Summer, Sara. "An Update on BCLS Standards." Nursing '86. November, 1986, Springhouse Corp., pp. 48-49.

Instructional Materials Laboratory. Nurse Assistant in a Long-Term Care Facility. Columbia, MO: University of Missouri, 1987.

INTRODUCTION:

The following procedure is recommended by the American Red Cross and the American Heart Association. The Heimlich maneuver, also called abdominal thrusts or "bear hugs," can be done in sitting, standing, or supine position. It is now recommended to use only abdominal thrusts rather than abdominal thrusts with back blows. Exclusive use of abdominal thrusts has been found to be more effective and safer. This method is recommended for anyone over one year of age including women in late pregnancy and markedly obese persons.

LESSON PLAN: 7

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

OUTLINE: (Key Points)

I. Procedure for Administering First Aid for the Choking Victim (HO 1)

A. Conscious victim (HO 2)

1. Call for help as you are approaching victim.

2. Check for signs of choking. If the victim cannot speak, cough, or breathe, give upward abdominal thrusts by locking hands together, fingers of one hand curled into those of the other; press into the resident's abdomen above the navel and below the rib cage with an upward thrust.

3. If the victim is obese, lock hands together and apply thrust to middle of sternum (breast bone); exert a quick backward pressure to chest.

4. If unsuccessful in dislodging obstruction, continue the thrusts. Be persistent.

5. Continue uninterrupted until advanced life support is available.

B. Unconscious victim (HO 2)

1. Call for help as you are approaching victim.

2. Check for unresponsiveness and no breathing.

3. Open airway by tilting head back with one of your hands under the neck of victim and the other on the forehead (moves the tongue forward). Pinch the nose and try to ventilate mouth-to-mouth.

4. If unsuccessful in dislodging obstruction, give four abdominal thrusts; if obese give four backward chest thrusts.

5. If unsuccessful, do the mouth sweep--grasp the tongue and lower jaw with one hand and lift up (pull the tongue forward and away from back of throat so you can see what is back there). Insert

index finger of other hand down along cheek and deep in throat to base of tongue, using a hooking motion; be careful not to push object further down the respiratory tract.

6. If unsuccessful, repeat above sequence. Be persistent.

7. Continue uninterrupted until advanced life support is available.

II. Summary and Conclusion

A. Ask interaction items.

B. Review steps of procedure.

LESSON PLAN: 7

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

INTERACTION ITEMS:

1. Why are thrusts not done on someone who can speak, cough, or breathe?
2. Why is it dangerous to delay first aid if the person cannot speak?
3. How do you hold the hands to do the thrusts?
4. When does the procedure stop?
5. What is the first step for the conscious victim?
6. What is the first step for the unconscious victim?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. View film, "How to Save a Choking Victim--The Heimlich Maneuver."
2. Instructor demonstrates first aid for the choking victim. Students practice steps of procedure on each other and do individual return demonstrations.

LESSON PLAN: 7

COURSE TITLE: DIETARY AIDE

UNIT III : SAFETY AND SANITATION

EVALUATION ITEMS: NAME OF STUDENT_____

FIRST AID FOR THE CHOKING VICTIM

EQUIPMENT:

DID THE STUDENT	YES	NO
Conscious Victim 1. Call for help as he/she approaches victim.		
2. Check for signs of choking.		
3. Begin abdominal thrusts.		
4. Begin backward chest thrusts for obese victim.		
5. Continue thrust until obstruction is dislodged or until advanced life support is available.		
Unconscious Victim 1. Call for help as he/she approaches victim.		
2. Check for unresponsiveness and no breathing.		
3. Open airway and ventilate mouth-to-mouth.		
4. If unsuccessful in dislodging obstruction give abdominal thrusts; give backward chest thrusts for obese victim.		
5. If unsuccessful, do mouth sweep sequence.		
6. If unsuccessful, repeat sequence.		

DID THE STUDENT	YES	NO
7. Continue procedure until advanced life support is available.		

The student has satisfactorily completed the procedure "FIRST AID FOR THE CHOKING VICTIM" according to the steps outlined.

_____
Instructor's Signature

_____
(Date)

Sign of Choking

First Aid for the Choking Victim

Conscious Resident

Unconscious Resident

Obese Resident

MOUTH SWEEP

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT IV: NUTRITION

SCOPE OF UNIT:

This unit provides a review of nutrition. Students will be reintroduced to the basics of metabolism, caloric needs of men and women, the basic food groups, and nutrients. Types of diets will also be discussed, along with portion control.

INFORMATION TOPIC: IV-1 OR DEMONSTRATION:

REVIEW OF NUTRITION CONCEPTS
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. List the two phases of intermediary metabolism.
2. State how energy is measured.
3. State the formulas for determining caloric needs of men and women.
4. Recognize examples of foods from the basic food groups.
5. Identify six nutrients and give a food example of each.
6. Recognize correct statements about well-balanced diets, the four basic diets, special diets, and substitution diets.
7. Recognize correct statements about portion control.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. HO 1: General Nutrition
2. HO 2: Diet for Adults - Normal Diets
3. Basic Food Charts

4. Film - "Human Body: The Nutrition and Metabolism" (Missouri Division of Health)

5. Film - "Food, Energy, and You" (Dairy Council)

6. Film - "Food, the Color of Life" (Dairy Council)

7. Film - "What's Good to Eat" (Dairy Council)

8. Film - "The Basic Four" (Tupperware series)

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Memmler, Ruth L. and Dena L. Wood. Structure and Function of the Human Body. Philadelphia: J.B. Lippincott Co., 1977.

Schwartz, Estelle and Lillian Potter. Foundations of Patient Care. Philadelphia: J.B. Lippincott Co., 1981.

Thomas, Virginia. Life Sciences for Nursing and Health Technologies. 2nd ed. Huntington Beach, CA: Technicourse, Inc., 1974.

INTRODUCTION:

Food is very important to all of us. We are what we eat! Nutrition means the process by which the body uses food to provide energy, build and repair body tissues, and regulate the body processes. It is important that we understand the essentials of nutrition in order to provide our patients with the best possible care.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT IV: NUTRITION

OUTLINE: (Key Points)

I. Types of Metabolism

A. Intermediary metabolism (II-1)

1. Anabolism - converts simpler compounds into living, organized substance

2. Catabolism - converts living, organized substance into a simpler compound, which releases energy for its use

B. Energy metabolism

1. Involuntary (basal metabolism)

2. Voluntary (basal metabolism)

3. Measurement (calorie) (II-2)

a. Caloric need depends on age, gender, activity

b. Formulas (II-3)

(1) Males - 20 calories per one pound of body weight

(2) Females - 17 calories per one pound of body weight

II. Basic Food Groups (II-4)

A. Meat, poultry, and fish

B. Milk, milk products, eggs, and cheese

C. Cereals and cereal products

D. Fruits and vegetables

III. Nutrients (HO 1) (II-5)

A. Carbohydrates

1. Source - sugar and starch

2. Function - source of energy (calories)

B. Fats

1. Source - all animal fat, marbling in meat, and fat in egg yolk; tropical oils (palm, coconut)

2. Function - concentrated source of calories

C. Proteins

1. Source - animal products (i.e., eggs, milk, meat, fish, poultry), also grains and legumes can be combined to produce complete protein

2. Function - to make muscles, repair tissue, build blood, make antibodies

D. Minerals

1. Source - calcium in milk

2. Function - regulate body processes

E. Water

1. Essential to life and all body functions

2. 60% of all body weight is fluid

3. Essential for electrolyte balance

4. Illness may upset water balance

F. Vitamins

1. Sources - vitamins A and D in milk; vitamin C in citrus fruits

2. Function - proper breakdown and use of nutrients

IV. Well-Balanced Diet (II-6)

A. Food from each group

B. Variety

C. Adequate amount to provide required calories

V. Basic Diets (II-7)

A. Clear liquid - surgical liquid

1. Minimal residue

2. Consists mainly of dissolved sugar and flavored fluids

3. No milk

4. Not nutritionally adequate, should be short-term

B. Full liquid

1. Strained semiliquid food

2. Any liquids

C. Soft (mechanical)

1. Same as regular but chopped, strained, or puréed

2. Easily chewed and digested

3. Contains little fiber

D. General or regular (HO 2)

1. Contains all items in four food groups

2. No restrictions

VI. Special Diets

A. Restricted calories

1. For persons with diabetes

2. Calories specially calculated and restricted

3. Balance of carbohydrates, proteins, and fats

4. Food intake matched with insulin and nutritional requirements

B. Bland

1. No highly-seasoned foods

2. Eliminates certain foods such as fried, high residue, and gas-forming foods

3. Easy to digest

C. Restricted sodium

1. No salt on tray

2. Limited amount of foods containing sodium

D. Low fat

E. Low residue

1. Low in bulk

2. No foods that are difficult to digest

F. Low cholesterol

VII. Substitutes for Diets (II-8)

A. Liquid diets

1. Ensure®

2. Sustagen®

B. IV therapy

C. Tube feeding

VIII. Portion Control

A. All recipes are standardized.

B. Each recipe will serve stated amount of portions.

C. Cook can prepare enough food without having leftovers or waste which helps control costs.

D. All servings are correct for nutrients needed.

E. Use proper ladle, scoop, etc. for type of food you are serving.

IX. Summary and Conclusion

A. Types of metabolism

B. Basic food groups

C. Nutrients

D. Well-balanced diet

E. Basic diets

F. Special diets

G. Substitutes for diets

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT IV: NUTRITION

INTERACTION ITEMS:

1. What is metabolism?
2. What is a calorie?
3. How do we arrive at a caloric intake figure necessary to maintain normal body weight in men? women?
4. What are examples of basic food groups?
5. What are six nutrients and what are examples of each?
6. What constitutes a well-balanced diet?
7. What are the four basic diets?
8. What is one substitute for a diet?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Invite a dietitian to speak to the class.
2. Assign various nutritional problems for reports.
3. Have students keep a record of their food consumption for three days. Analyze nutritional and caloric values in terms of balanced diet and proper caloric intake for student.
4. Obtain charts of fast foods and amount of calories. Have students analyze what they eat and the amount of calories ingested.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT IV: NUTRITION

EVALUATION ITEMS:

1. The two phases of intermediary metabolism are:

   a.

   b.

2. Energy is measured by units called _____.

3. What is the formula for computing men's caloric needs?

4. What is the formula for calculating women's caloric needs?

5. Of the food examples listed below, identify the food group to which it belongs:

   a. Fish -

   b. Cheese -

   c. Apple -

   d. Oatmeal -

6. List the six nutrients and give a food example of each:

   a.

   b.

   c.

   d.

   e.

   f.

For each of the following, write "T" if the statement is true or "F" if it is false.

____ 7. A well-balanced diet contains food from each of the basic food groups.

____ 8. On a clear liquid diet, the resident may have milk.

____ 9. On a general diet, the resident may have milk.

____ 10. The soft diet is easily digested and chewed.

____ 11. On a bland diet, the food is highly seasoned.

____ 12. Salt is necessary on a low sodium diet.

____ 13. Calories must be carefully calculated for a diabetic diet.

____ 14. Water is vital to all body functions.

____ 15. The resident who is unable to eat can be given tube feedings as a substitute for diet.

____ 16. One benefit of portion control is that the cook can prepare enough food without having leftovers or waste.

____ 17. It does not matter what kind of serving utensil is used for a certain type of food.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT IV: NUTRITION

ANSWERS TO EVALUATION ITEMS:

1. a. Anabolism
   b. Catabolism
2. Calories
3. 20 calories per one pound of body weight
4. 17 calories per one pound of body weight
5. a. Meat
   b. Milk
   c. Vegetable and/or fruit
   d. Bread
6. The student must list all six nutrients, but examples may vary:
   a. Minerals - example is calcium in milk
   b. Vitamins - example is vitamin C in citrus fruit
   c. Proteins - examples are eggs, meat, milk, and poultry
   d. Carbohydrates - examples are starch and sugar
   e. Fats - examples are all animal foods and tropical oils
   f. Water
7. T
8. F
9. T
10. T
11. F
12. F
13. T
14. T
15. T
16. T
17. F

General Nutrition

The body depends on food for energy, growth, repair of tissue, and the maintenance and regulation of many functions. Each nutrient furnished by food has a specific contribution to good health. The use of any one nutrient by the body is dependent on a proper balance of all the other nutrients to accomplish its purpose. The more variety there is in the choice of food, the better the diet is likely to be.

Energy needs must be met to maintain a health body. Food energy values and allowances are expressed in kilocalories and will be referred to as calories throughout this handout. The energy allowance for each population and age group varies. The average needs of people in each category is expressed in the Recommended Dietary Allowance (RDA) Table.

It is important to maintain desirable body weight throughout life and this is done through a balance between energy intake and energy output. A large number of individuals in the United States are overweight and may require less energy than is recommended because they have sedentary work and leisure patterns. Energy intake should be adjusted for the individual to maintain desirable body weight in relation to age, sex, height and physical activity.

Energy may be derived from any reasonable combination of carbohydrate, fat and protein. An additional source of energy is alcohol.

Carbohydrate

Carbohydrate is the main source of energy in the diet. A reasonable proportion, 45-55 percent, of a person's caloric intake should be derived from carbohydrates. Foods such as fruits, vegetables and whole-grain cereals provide energy mainly from carbohydrates and are generally good sources of other nutrients, such as vitamins and minerals. The principal carbohydrates are sugars, starches, and cellulose. The sugars include the monosaccharides and disaccharides in refined sugars, jams, jellies, syrups, honey, fruits, soft drinks and milk. The starches are the polysaccharides of cereals, flour, potatoes, and other vegetables. Dietary fiber is generally defined as the sum of the indigestible carbohydrate and carbohydrate-like components of food, including cellulose, lignin, hemicelluloses and pectins.

Fat

Another source of energy in the diet is fat. Dietary fat also serves as a carrier for fat-soluble vitamins and provides essential fatty acids. Total fat intake should comprise no more than 35 percent of dietary energy. Food sources of fat include butter, margarine, oils, lard and fat in meat, poultry, fish, and dairy products. Essential fatty acids, the primary one being linoleic acid, must be provided in the diet because of the multiple functions they perform. Linoleic acid is found widely in varying amounts in foods of both plant and animal origin.

Protein

Another important component in the diet is protein. Protein foods can be used as an energy source but more importantly, food proteins provide amino acids for the synthesis of body proteins and for the synthesis of many other tissue constituents. Amino acids obtained from food proteins are essential for growth. Nine essential amino acids are not synthesized by the body and therefore must be provided by foods in the diet. Animal products—eggs, milk, meat, fish and poultry—contain all of the essential amino acids in the correct proportion. Grains and legumes also furnish protein but are low in some essential amino acids.

Vitamins and Minerals

Vitamins and minerals serve many functions. Vitamins are a group of organic compounds in foods that are needed in minute quantities, and are essential for specific body functions of maintenance, growth and reproduction. Vitamins are classified as either fat soluble or water soluble. Minerals are subdivided into two categories: 1) macro-nutrients—those occurring in appreciable amounts accounting for most of the body content of minerals such as calcium—and, 2) micronutrients or trace elements—those present in minute quantities, such as iodine or iron. Mineral elements are components of the body's structure or constituents of enzymes and hormones. They serve as regulators of body fluids and are involved with other body functions.

Fiber

A normal, healthy diet should contain 20-25 grams of dietary fiber. Dietary fiber is generally defined as the sum of the digestible carbohydrate and carbohydrate-like components or food including cellulose, lignin, hemicelluloses, pentosans, gums, and pectins. These nondigestible substances provide bulk in the diet and aid elimination.

Water

Water is an essential part of the diet for it plays a role in practically all body processes, and is the most abundant body constituent. The body is equipped with a number of homeostatic mechanisms, including the sensation of thirst, that operate to maintain total body water within narrow limits. Water is present in practically all foods.

Food groupings have been made and general guidelines established which recommend the appropriate number of servings from each of the food groups, so that an adequate amount of minerals and vitamins are provided in the daily diet. The elimination of one food group might appreciably reduce the intake of one or more of the minerals and vitamins.

The manner in which foods are selected, prepared, and served affects their contribution to the diet. Care must be taken to select a variety of foods, prepare them in a manner to preserve their nutrient content, prevent food spoilage or contamination, and serve them attractively.

Source: Missouri Diet Manual, 6th Edition, Missouri Department of Health and Missouri Department of Social Services - Division of Aging

Diet for Adults—Normal Diets

Purpose

To provide a nutritionally adequate diet for persons 19 to 65 years of age, offering a variety of foods for persons who require no dietary modification.

Nutritional Adequacy

This diet meets the Recommended Dietary Allowances when the types and amounts of foods suggested are included every day. The recommended amount of iron will not be met for certain age groups unless iron-rich foods are served frequently. At lower calorie levels, the Recommended Dietary Allowances for thiamine will not be met for certain age groups.

Diet Principles

This diet should include at least the minimum number of servings from the basic food groups. Foods not specified, such as those in the "Other" and "Miscellaneous" categories, may be used in moderation to satisfy the need for additional calories.

Food Groups	Recommended	Not Recommended
Meat & Meat Alternatives	2 or more servings. One serving should be meat, fish or poultry. The other serving may be eggs, cheese, dried beans, dried peas, peanut butter or meat, fish, or poultry. Prepared any way.	
Milk & Milk Products	2 or more cups. May be whole, 2% skim or evaporated milk; or buttermilk. May be used as a beverage or in cooking. Also includes yogurt, cheese and cheese products. Nonfat dry milk may be used in cooking.	
Bread & Cereal	4 or more servings. All kinds. Whole grain or enriched. Also includes macaroni, noodles, spaghetti, rice.	
Fruits & Vegetables	4 or more servings total.	
Vitamin C Source	1 serving.	
Dark Green or Orange	1 serving.	
All Others	2 or more servings. Includes potatoes and all other fruits and vegetables.	
Fats & Oils	2 or more servings. All kinds.	
Others	Moderate amounts, not to exceed caloric requirement. Includes dessert items such as cake, cobbler, cookies, gelatin, pies, sherbet and snack items such as potato chips.	

Food Groups	Recommended	Not Recommended
Beverages & Fluids	As desired. Carbonated beverages, coffee, coffee substitutes, decaffeinated coffee, fruitades, tea, broth.	
Miscellaneous	As desired. Condiments (all kinds), catsup, coconut, garlic, mint, mustard, olives, parsley, pickles, sauces (cream sauce, gravy, meat sauces), spices (all kinds), vinegar.	

Sample Meal Plan

Breakfast	Lunch or Supper	Dinner
Citrus Fruit or Juice, 1/2 cup	Soup or Juice, 1/2 cup	Meat, Poultry or Fish, 3 oz.
Cereal, 3/4 cup	Meat or Meat alternate, 2 oz.	Potato or Substitute, 1/2 cup
Toast, 2 slices	Vegetable, 1/2 cup	Vegetable, 1/2 cup
Margarine, 1 tsp.	Salad, 1/2 cup	Salad, 1/2 cup
Jelly, 1 tbsp.	Salad Dressing, 1 tbsp.	Salad Dressing, 1 tbsp.
Sugar, 1 tsp.	Bread, 1 slice	Bread, 1 slice
Jelly, 1 tbsp.	Margarine, 1 tsp.	Margarine, 1 tsp.
2% Milk, 1 cup	Fruit or Dessert, 1/2 cup	Fruit or Dessert, 1/2 cup
Beverage	2% Milk, 1 cup	Sugar, 1 tsp.
		Beverage

The diet as listed in the Sample Meal Plan contains approximately:

Protein	89 grams (20%)	Carbohydrate	230 grams (52%)
Fat	54 grams (28%)	Calories	1746

The plan can be adjusted to meet the caloric need variations of the individual.

To provide a more accurate determination of the nutritional adequacy, a sample meal plan for each diet except infants was analyzed by the Nutrichat Computer program developed by the University of Missouri College of Human Environmental Sciences.

The regular diet that follows was the basic for the modified diets and is presented along with a portion of the computer analysis, as an example of how the analysis was performed.

Sample Regular Diet

Breakfast	Lunch or Supper	Dinner
Orange Juice, 1/2 cup	Tomato Soup, 1/2 cup	Pot Roast of Beef, 3 oz.
Oatmeal, 3/4 cup	Roast Turkey, 2 oz.	Boiled Potatoes, 1/2 cup
Whole Wheat Toast, 2 slices	Green Beans, 1/2 cup	Carrots, 1/2 cup
Margarine, 2 tsp.	Lettuce Salad, 3.5 oz.	Coleslaw, 1/2 cup
Jelly, 1 tbsp.	French Dressing, 1 tbsp.	Brown and Serve Roll, 1
Sugar, 1 tsp.	White Bread, 1 slice	Margarine, 1 tsp.
2% Milk, 1 cup	Margarine, 1 tsp.	Angel Food Cake, 1 slice
Coffee, 1 cup	Fruit Cocktail, 1/2 cup	Sugar, 1 tsp.
	2% Milk, 1 cup	Coffee, 1 cup

Nutrient Intake Analysis—By Meal

Meal	Calories	Protein (g)	Vit. A (IU)	Vit. C (mg)	Calcium (mg)	Iron (mg)
Breakfast	567	18.4	1082	62	402	3.1
Lunch	559	33.5	2728	35	421	5.7
Dinner	621	37.8	11619	36	88	6.5
Snacks	0	0.0	0	0	0	0.0
24 Hour Total:	**1747**	**89.7**	**15429**	**133**	**910**	**15.3**

Nutrient	RDA	Total Consumed (24-Hour)	% RDA
Calories	2700.0	1746.80	65%
Protein, (g)	56.0	89.66	160%
Total Fat, (g)		54.46	
Carbohydrate, (g)		230.28	
Fiber, (g)		4.78	
Vitamin A, IU	5000.0	15428.64	309%
Vitamin C, (mg)	60.0	132.52	221%
Vitamin D, (ug)	5.0	5.00	100%
Thiamine, (mg)	1.4	1.12	80%
Niacin, (mg) N.E.	18.0	25.66	143%
Riboflavin, (mg)	1.6	1.63	102%
Calcium, (mg)	800.0	910.33	114%
Iron, (mg)	10.0	15.29	153%
Magnesium, (mg)	350.0	207.00	59%
Phosphorus, (mg)	800.0	1246.38	156%
Potassium, (mg)		3256.77	
Sodium, (mg)		2651.40	

Caloric Contribution From Proteins, Fats & Carbohydrates		Suggest Intake For Balanced Diet
Proteins	20%	10% - 15%
Fats	28%	25% - 35%
Carbohydrates	52%	55% - 60%

Source: **Missouri Diet Manual**, 6th Edition, Missouri Department of Health and Missouri Department of Social Services - Division of Aging

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT V : PREPARING FOOD

SCOPE OF UNIT:

This unit contains information the dietary aide should know about cold food preparation. The standard recipe is discussed along with information about equipment used in preparation of cold foods. Duties of the dietary aide involved in the preparation of cold foods including salads, desserts, and nourishments are covered.

INFORMATION TOPIC: V-1 OR DEMONSTRATION:

FOOD PREPARATION
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Define standard recipe.
2. Name four aspects of a standard recipe.
3. Name five pieces of equipment used in pre-preparation of cold food.
4. List four duties when preparing cold foods.
5. Identify steps in assembling salads.
6. List four duties associated with preparing desserts.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. Filmstrip: "Salads and Salad Dressing" - American Health Care Association
2. Filmstrip: "Following Recipes" - American Health Care Association

INFORMATIONAL ASSIGNMENT: (Student)

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Instructional Materials Laboratory. Dietary Manger in a Health Care Facility. Columbia, MO: University of Missouri, 1984.

Cornelius, Ethelwyn. Food Service Careers. Peoria, IL: Charles A. Bennett Co., Inc., 1974.

INTRODUCTION:

When preparing food in institutions, it is important to use standard recipes so you have the same amount of food and the quality is the same. Accurate measurement is important whether fixing salads or making a recipe.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT V: PREPARING FOOD

OUTLINE: (Key Points)

I. Standard Recipes

A. Definition - a recipe that has been tested for quality and the amount of ingredients and preparation techniques have been determined

B. Content of standard recipe

1. Amount of ingredients - either by weight or volume in order of use (II-1)

2. Step by step method of combining ingredients - for accurate results food must be prepared according to recipe (sliced, chopped, diced, etc.)

3. Temperature - must be exact according to recipe for accurate results and uniformity

4. Size of utensils

5. Volume or weight to be placed in a specific container

6. Size of each portion (II-2)

7. Quantity yield - in cups, quarts, etc.

NOTE: The last two points help the cook determine the amount of food that needs to be cooked.

II. Cold Food

A. Pre-preparation

1. Fresh vegetables are washed and prepared.

2. Station for this activity is located near a sink.

3. Equipment used at this station

a. Potato peeler

b. Vegetable chopper - may use food processors

c. Vegetable slicer

d. Vertical slicer

e. Colander

f. Scales

g. Chopping board

h. Bowls, pans, and trays

i. French knife

j. Paring knife

k. Scissors

NOTE: Student may not use any equipment and/or knives unless given prior instruction and then only under supervision.

4. Duties

a. Wash fresh vegetables.

b. Scrape vegetables (always away from body). (II-3)

c. Slice, chop, or cube vegetables.

d. Operate electric chopper, slicer, and vertical cutter (only if student is 18 years old and only under supervision).

e. Clean machines, equipment, sinks, work area, and small equipment according to facility policies.

f. Replace all equipment in proper location.

B. Assembling salads

1. Wash hands.

2. Collect all equipment and tools needed.

3. Assemble preprocessed salad ingredients and place in work area.

4. Set out number of trays needed with plates, bowls, etc.

5. Wash hands and put on disposable plastic gloves. (II-4)

6. Arrange salad greens on each plate.

7. Using appropriate serving utensil, place salad foods, mixes, or cold food in center of greens.

8. Check to make sure portions are uniform.

9. Garnish according to directions. (II-4)

10. Place completed trays on cold table or store as directed.

11. Clean up work area, tools, and equipment.

III. Desserts - usually prepared in advance and refrigerated, frozen, or stored under cover.

A. Duties

1. Read recipe carefully.

2. Collect all tools and equipment.

3. Assemble all ingredients.

4. Set oven temperature (if baking).

5. Prepare pans and molds.

6. Measure accurately.

7. Use equipment such as mixer to combine, knead, or beat.

8. Bake, refrigerate, or freeze as indicated.

9. Cut, scoop, or portion prepare as directed.

10. Store.

11. Clean up work area, tools, and equipment and replace according to facility policy.

IV. Summary and Conclusion

A. Standard recipes

B. Cold food

C. Desserts

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT V : PREPARING FOOD

INTERACTION ITEMS:

1. Why should ingredients be weighed?
2. Why is it important for the recipe to state the size of each portion?
3. Why do you scrape vegetables away from body?
4. Why should you wear plastic gloves?
5. Why do you garnish salads?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Show filmstrip: "Following Recipes"
2. Show filmstrip: "Salads and Salad Dressing"

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT V: PREPARING FOOD

EVALUATION ITEMS:

1. Define standard recipe.

2. Name four reasons to use standard recipes.

   a.

   b.

   c.

   d.

3. Name five pieces of equipment used in pre-preparation of cold foods.

   a.

   b.

   c.

   d.

   e.

4. List four duties when preparing cold food.

   a.

   b.

   c.

   d.

List steps used in assembling salads in correct order by placing the appropriate letter in the blank.

____ 5.	Step one	a. Make sure portions are uniform.
____ 6.	Step two	b. Using appropriate serving utensil, place salad foods, mixes, or cold food in center of greens.
____ 7.	Step three	
____ 8.	Step four	c. Assemble preprocessed salad ingredients and place in work area.
____ 9.	Step five	
____10.	Step six	d. Wash hands; put on plastic gloves.
____11.	Step seven	
____12.	Step eight	e. Wash hands.
____13.	Step nine	f. Place completed trays on cold table or store as directed.
____14.	Step ten	g. Collect all equipment and tools needed.
____15.	Step eleven	
		h. Set out number of trays needed (with plates, bowls, etc.).
		i. Arrange salad greens on each plate.
		j. Clean up area, tools, and equipment.
		k. Garnish according to directions.

16. List four duties associated with preparing desserts.

a.

b.

c.

d.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT V: PREPARING FOOD

ANSWERS TO EVALUATION ITEMS:

1. A recipe that has been tested for quality and the amount of ingredients and preparation techniques have been determined.
2. The student may list any four of the following:
   a. Amount of ingredients
   b. Step by step methods
   c. Temperature
   d. Size of utensils
   e. Volume or weight to be placed in specific container
   f. Size of each portion
   g. Quantity yield in cups, etc.
3. The student may list any five of the following:
   a. Potato peeler
   b. Vegetable chopper
   c. Vegetable slicer
   d. Vertical slicer
   e. Colander
   f. Scales
   g. Chopping board
   h. Bowls, pans, etc.
   i. French knife
   j. Paring knife
   k. Scissors
4. The student may list any four of the following:
   a. Wash fresh vegetables
   b. Scrape vegetables
   c. Slice, chop, cube vegetables
   d. Operate electric chopper
   e. Clean equipment, machines
   f. Replace all equipment
5. e
6. g
7. c
8. h
9. d
10. i
11. b
12. a
13. k
14. f
15. j
16. The student may list any four of the following:
   a. Read recipe carefully
   b. Collect tools and equipment

c. Assemble ingredients
d. Set oven temperature
e. Prepare pans and molds
f. Measure accurately
g. Use proper equipment
h. Bake, refrigerate
i. Cut, scoop, portion prepare
j. Store
k. Clean up

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VI : SERVING FOOD

SCOPE OF UNIT:

The subject of this unit is serving food. Duties of the dietary aide related to serving food in the cafeteria and in the resident's rooms will be discussed. Tray preparation and documentation of what the resident/patient ate will also be discussed.

INFORMATION TOPIC: VI-1 OR DEMONSTRATION:

TRAY PREPARATION
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. List items that are placed on a clean tray during tray preparation.
2. Identify types of condiments allowable for various therapeutic diets.
3. Identify correct techniques for serving food trays in the resident's/patient's room.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. Filmstrip: "More Than Nutrition" - American Health Care Association

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Simmers, Louise. Diversified Health Occupations. Albany, NY: Delmar Publishing Company, 1988.

Cornelius, Ethelwin. Food Service Careers. Peoria, IL: Chas. A Bennett Co., Inc., 1974.

INTRODUCTION:

Food plays a very important part in the patient's/resident's life. It must be served attractively and with all the proper condiments on the tray. If this is not done properly, the patient/resident may choose not to eat.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VI : PREPARING FOOD

OUTLINE: (Key Points)

I. Tray Preparation in Dietary Department

A. For initial preparation of tray, these items are arranged on a clean tray:

1. Placemat

2. Napkin

3. Straw

4. Silverware

a. Knife, fork, spoon

b. Soup spoon is added

(1) If soup is being served

(2) For clear and full liquid diets

5. Condiments (II-1)

a. Salt, pepper, and sugar for regular diets

b. Salt, pepper, and sugar substitute for diabetic diets

c. Salt and sugar for bland, full liquid, and clear liquid diets

d. Pepper, sugar, and salt substitute (only if approved by physician) for low sodium diets

6. Menu - shows patient's/resident's name, room number, and type of diet

B. Tray is sent down the "tray line" on a conveyor belt.

C. As the tray goes down the line, hot and cold food items are selected according to the menu card filled out by the patient/resident and are placed on the tray. (II-2)

NOTE: **If the resident/patient has not selected his/her menu - he/she will receive a "house" diet (a diet that has been approved by a dietitian.)**

D. As the tray reaches the end of the line it is checked by a supervisor for: (II-3)

1. Correct food items on tray

2. Correct portion sizes

3. Adds garnish to main entree

E. Hot tops and lids are placed on hot food items.

F. Coffee and tea cups are added to trays if allowed on diet.

G. Tray is placed on food cart.

II. Serving Food Trays in the Resident's/Patient's Room

A. Check name (and room number) to make sure resident gets correct tray. Greet the resident/patient in a pleasant manner. (II-4)

B. Check tray to make sure everything is on it according to posted menu.

C. If resident cannot eat when tray is served because of tests, visits by physician, etc., take it away and keep it warm.

D. Serve trays promptly so food temperature is maintained.

E. Serve one tray at a time to avoid contamination of second tray in another resident's room.

F. Carry tray at waist level; not on shoulder next to hair.

G. See that each resident who should have a tray receives one. If a resident does not have a tray upon completion of tray pass, notify charge nurse.

H. See that the general appearance of the tray is orderly and tidy. (II-5)

I. Be pleasant and attentive to the patient/resident as you are positioning the tray for him/her. (II-6)

J. Trays must be served and residents fed promptly upon delivery of tray.

III. Summary and Conclusion

A. Preparing trays

B. Serving food trays in the resident's/patient's room

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VI : PREPARING FOOD

INTERACTION ITEMS:

1. Why is it important to check the menu before placing condiments on tray?

2. What happens if a patient does not mark his/her menu?

3. Why does the supervisor check the tray at the end of assembly line?

4. Why is greeting the patient or resident by name important?

5. How would your appetite be if your toast was soggy from spilled coffee, or the gravy was running into the applesauce?

6. How would you feel if the aide put the tray down in front of you and walked off without smiling or saying hello?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Have students practice arranging items on trays.

2. Have students practice the correct steps in serving a tray to a resident/patient.

3. Show filmstrip, "More than Nutrition."

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VI : PREPARING FOOD

EVALUATION ITEMS:

1. Name four items placed on a clean tray before it is sent down the line for hot and cold food.

   a.

   b.

   c.

   d.

Match the following condiments to the type of diet with which they are used by writing the letter or letters in the blank.

____	2. Salt, sugar	a.	Bland
____	3. Salt, pepper, sugar	b.	Low sodium
____	4. Salt, pepper, sugar substitute	c.	Regular
____	5. Salt substitute (approved by physician), pepper, sugar	d.	Full liquid
		e.	Diabetic
		f.	Clear liquid

For each of the following, write "T" if the statement is true, or "F" if it is false.

____ 6. If the resident has not selected his/her menu, a "house" diet approved by a dietitian will be served.

____ 7. The dietary supervisor checks the tray before it is served for correct portion sizes.

____ 8. When serving the resident in his/her room you should be very quiet and not speak so that you do not disturb the resident.

____ 9. If the patient has been taken from his/her room for tests at mealtime, you should give his/her tray to another patient.

____ 10. If a resident does not have a tray upon completion of tray pass, notify the charge nurse.

____ 11. It is important to always check the name and room number to make sure the resident gets the correct tray.

____ 12. The resident's food tray should always be carried on the server's shoulder since they can be carried two at a time using that technique.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VI : PREPARING FOOD

ANSWERS TO EVALUATION ITEMS:

1. The student may list any four of the following:
   a. Place mat
   b. Napkin
   c. Straw
   d. Silverware
   e. Condiments
2. a,d,f
3. c
4. e
5. b
6. T
7. T
8. F
9. F
10. T
11. T
12. F

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

SCOPE OF UNIT:

This unit concerns housekeeping and storeroom aspects of the dietary department. Topics covered include cleaning floors, washing dishes, sanitation practices, and pest control. Information about inventory control and techniques for shelf restocking are also included.

INFORMATION TOPIC: OR DEMONSTRATION: VII-1

MOPPING FLOORS
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Demonstrate correct procedure for mopping the floor.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. HO 1: Procedure for Wet Mopping a Floor
2. Broom and dustpan
3. Wet floor signs (2)
4. Double bucket with mop wringer
5. Mops (2)
6. Sanitizing cleaner

INFORMATIONAL ASSIGNMENT:

Read this lesson prior to class and be prepared to discuss the information presented.

REFERENCE:

Instructional Materials Laboratory. Food Service Vocational Preparation Curriculum. Columbia, MO: University of Missouri, 1982.

INTRODUCTION:

Keeping the food service area clean is very important. It assists in maintaining the sanitary standards necessary for the health and safety of the residents/patients and staff.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

OUTLINE: (Key Points)

I. Steps of Procedure for Mopping the Floor (HO 1)

A. Assemble equipment.

B. Using broom and dustpan, sweep floor completely, making sure to clean corners and along baseboards.

C. Fill mop buckets with lukewarm water. Add sanitizing cleaner to one bucket.

D. Position wet floor signs so they can be easily seen by people entering the area.

E. Soak mop in sanitizer and wring out.

F. Mop work area in sections. Mop half at a time leaving one dry lane for walking.

G. Rinse floor with other mop which has been dipped into clean water.

H. Allow floor to dry.

I. Pick up signs.

J. Continue until entire floor is mopped.

K. Clean and return all equipment.

II. Summary and Conclusion

A. Ask interaction items.

B. Review steps of procedure.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

INTERACTION ITEMS:

1. Why is it important to sweep the floor before mopping it?
2. Why are two mop buckets used?
3. What is the purpose of putting up wet floor signs?
4. Why is the floor mopped in sections?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Instructor demonstrates procedure for mopping floors. Students practice procedure and do individual return demonstrations.

LESSON PLAN: 1

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

EVALUATION ITEMS: NAME OF STUDENT _____

MOPPING THE FLOOR

EQUIPMENT:

1. Broom and dustpan
2. Wet floor signs (2)
3. Double bucket with mop ringer
4. Mops (2)
5. Sanitizing cleaner

DID THE STUDENT	YES	NO
1. Assemble equipment.		
2. Using broom and dustpan, sweep floor.		
3. Fill mop buckets with lukewarm water. Add sanitizing cleaner.		
4. Position wet floor signs.		
5. Soak mop in sanitizer and wring out.		
6. Mop work area in sections, leaving dry lane for walking.		
7. Rinse floor with other mop.		
8. Allow floor to dry.		
9. Pick up signs.		
10. Continue until entire floor is mopped.		
11. Clean and return all equipment.		

The student has satisfactorily completed the procedure "MOPPING THE FLOOR" according to the steps outlined.

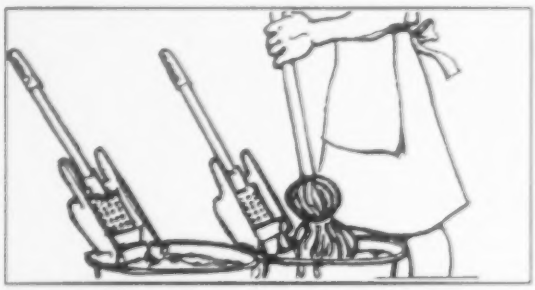
_____
Instructor's Signature

_____
(Date)

Procedure for Wet Mopping a Floor

1. Sweep entire floor area. Collect and dispose of dirt and trash.

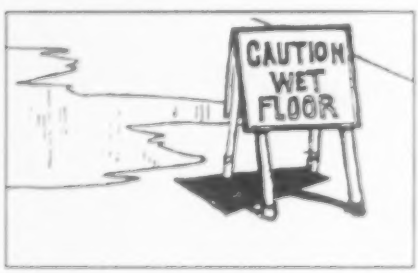
2. Fill buckets with water. Add sanitizing cleaner to one bucket.



3. Soak mop in sanitizer and wring it.

4. Work mop area in sections. If in a hallway, mop half of it at a time, leaving one dry lane for walking.

5. Rinse floor with the other mop which has been dipped into clean water.



6. Allow floor to dry.

7. Return all equipment.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

SCOPE OF UNIT:

This unit concerns housekeeping and storeroom aspects of the dietary department. Topics covered include cleaning floors, washing dishes, sanitation practices, and pest control. Information about inventory control and techniques for shelf restocking are also included.

INFORMATION TOPIC: OR DEMONSTRATION: III-7

WASHING DISHES/CLEANING POTS AND PANS
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Demonstrate correct technique for washing dishes.
2. Demonstrate correct technique for cleaning pots and pans.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. Assorted dishes, plates, silverware on trays
2. Scraping utensil
3. Soaking compound for silverware
4. Dish machine
5. Cart
6. Assorted pots and pans
7. Detergent/scrubber
8. Pot machine

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCE:

Obtain operator's manual from institution.

INTRODUCTION:

In the first lesson of this unit we learned about cleaning floors and the need for good sanitation practices. Today, we are going to discuss and demonstrate how to properly wash dishes, pots and pans.

LESSON PLAN: 2

COURSE TITLE: DIETARY AID

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

OUTLINE: (Key Points)

NOTE: This procedure is presented as an example of dishwashing procedure used in one particular institution. Your students may find that they will be using another procedure, depending on the facility in which they receive on-the-job training.

I. Procedure for Washing Dishes

A. Scraping operation

1. All paper and other nonfood items are to be removed from trays and placed in the specified trash receptacles.

2. Garbage is removed from dishware and rinsed down garbage disposal.

B. Washing dishware in machine

1. Silverware

a. Silverware is soaked in a soaking compound in containers.

b. After soaking, it is placed in silverware cylinders and placed in machine.

2. Dishes and trays

a. Flat surfaced dishes should be sorted, stacked, and sent through the machine together. Dinner plates, bread and butter plates, and saucers are placed between the upright prongs (fingers) on the dish machine.

b. Hollow dishware such as cups and glasses are placed on racks and sent through the machine. (II-1)

c. Trays should be placed between fingers on dish machine.

C. As dishes are removed from the machine they are placed on clean carts and taken to the storage area.

II. Procedure for Cleaning Pots and Pans

A. Scrape and rinse all pots and pans and put food scraps in garbage disposal.

B. Wash in hot detergent water 110° F - 120° F.

C. Rinse well.

D. Place in pot machine and rewash.

E. Place on table of pot and pan area and let air dry.

(II-2)

F. Place on pot and pan rack in proper position, stored upside-down.

III. Summary and Conclusion

A. Ask interaction items.

B. Review steps of procedures.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

INTERACTION ITEMS:

1. Why are cups and glasses placed in trays?
2. Why do you let pots air dry?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Plan a trip to the cafeteria and observe the use of dish machine and pan washing.
2. Have cafeteria personnel explain the importance of proper techniques.

LESSON PLAN: 2

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

EVALUATION ITEMS: NAME OF STUDENT_____

WASHING DISHES/CLEANING POTS AND PANS

EQUIPMENT:

1. Assorted dishes, plates, silverware on trays
2. Scraping utensil
3. Soaking compound for silverware
4. Dish machine
5. Cart
6. Assorted pots and pans
7. Detergent/scrubber
8. Pot machine

DID THE STUDENT	YES	NO
Washing Dishes 1. Remove trash from trays and place in trash receptacle.		
2. Remove garbage from dishware and rinse down garbage disposal.		
3. Soak silverware in soaking compound.		
4. Place silverware in cylinders and place in machine.		
5. Sort flat surfaced dishes and place in dish machine.		
6. Place cups and glasses on racks and send through machine.		
7. Place trays in dish machine.		
8. Remove clean dishes from machine and place on clean carts to take to storage area.		

DID THE STUDENT	YES	NO
Cleaning Pots and Pans 1. Scrape and rinse all pots and pans and dispose of food scraps.		
2. Wash in hot detergent water at 110°F - 120°F.		
3. Rinse well.		
4. Place in pot machine and rewash.		
5. Place on table of pot and pan area and let air dry.		
6. Place on pot and pan rack in proper position, stored upside-down.		

The student has satisfactorily completed the procedure "WASHING DISHES/CLEANING POTS AND PANS" according to the steps outlined.

_____
Instructor's Signature

_____
(Date)

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

SCOPE OF UNIT:

This unit concerns housekeeping and storeroom aspects of the dietary department. Topics covered include cleaning floors, washing dishes, sanitation practices, and pest control. Information about inventory control and techniques for shelf restocking are also included.

INFORMATION TOPIC: VII-3 OR DEMONSTRATION:

SANITATION PRACTICES
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. Identify key points related to wiping down countertops and appliances.
2. Identify key points related to rubbish disposal.
3. List key points related to pest control.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCES:

Cornelius, Ethelwyn. Food Service Careers. Peoria, IL: Chas. A. Bennett Co., Inc., 1974.

Oravetz, Jules. Gardening and Landscaping. Indianapolis: Theodore Audel and Co., 1975.

INTRODUCTION:

It is of critical importance that the food preparation area be clean and free of any pests. This area attracts pests and it is everyone's job to maintain and safeguard it.

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

OUTLINE: (Key Points)

I. Wiping Down Countertops and Appliances

A. Use a soapy solution to wipe the countertops. (Some facilities may use a disinfectant solution.)

B. Wipe from back to front. (II-1)

C. Wipe dry with a clean towel.

D. Make sure all electrical appliances are unplugged before cleaning with solution. (II-2)

E. Wash outer surfaces of appliances with soapy solution. Be sure to remove any debris.

F. Wipe dry with a clean (lint-free) towel.

II. Rubbish Disposal

A. Place rubbish in designated container - separate containers are provided for glass, cans, food waste, and disposable items (paper, plastic, plastic foam). These items are not to be mixed.

B. Trash is collected after each meal.

C. Check facility policy for proper handling of recyclable materials such as glass, paper, tin cans, aluminum, certain types of plastics. (II-3)

D. Bags are securely fastened and placed in dumpster or compactor (depending on which method facility uses).

E. Trash receptacles are to be washed out with hot soapy water and rinsed each time they are emptied.

III. Pest Control

A. Dispose of rubbish properly.

B. Keep all areas clean and free of food scraps, spilled liquids, crumbs, etc.

C. Make sure doors are properly closed.

D. Any sign of cockroaches, flies, rodents, etc. should be reported to your supervisor immediately.

IV. Summary and Conclusion

A. Wiping down countertops and appliances

B. Rubbish disposal

C. Pest control

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

INTERACTION ITEMS:

1. Why should countertops be wiped from back to front?
2. What could happen if you did not unplug the appliances before wiping them?
3. Why is it important to check on recycling these materials?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Students could wipe counters in classroom to show proper technique.

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT VII: HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

EVALUATION ITEMS:

1. What kind of solution is generally used to wipe countertops?

2. In what direction are countertops cleaned?

3. What is the first thing to do when cleaning an appliance?

For each of the following, write "T" if the statement is true, or "F" if it is false.

____ 4. Rubbish should be separated into designated containers for glass, cans, food waste, and disposable items.

____ 5. Trash is collected once a day.

____ 6. Trash receptacles are to be rinsed with cold water once a week.

7. List three key points in pest control.

a.

b.

c.

LESSON PLAN: 3

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

ANSWERS TO EVALUATION ITEMS:

1. Soapy solution
2. From back to front
3. Unplug it
4. T
5. F
6. F
7. Students may list any three of the following:
   a. Dispose of rubbish properly.
   b. Keep all areas clean and free of food scraps, spilled liquids, crumbs, etc.
   c. Make sure doors are properly closed.
   d. Any sign of cockroaches, flies, rodents, et . should be reported to your supervisor immediately.

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

SCOPE OF UNIT:

This unit concerns housekeeping and storeroom aspects of the dietary department. Topics covered include cleaning floors, washing dishes, sanitation practices, and pest control. Information about inventory control and techniques for shelf restocking are also included.

INFORMATION TOPIC: VII-4 OR DEMONSTRATION:

STOREROOM DUTIES
(Lesson Title)

LESSON OBJECTIVES - THE STUDENT WILL BE ABLE TO:

1. List the steps for receiving items for storage.
2. List two steps to perform to rotate stock.
3. Explain how to arrange a storeroom.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

1. Inventory form from school or nursing home

INFORMATIONAL ASSIGNMENT:

Read this lesson plan prior to class and be prepared to discuss the information presented.

REFERENCE:

Cornelius, Ethelwyn. Food Service Careers. Peoria, IL: Chas. A. Benentt Co., Inc., 1974.

INTRODUCTION:

The storeroom is a very important part of the overall dietary department. Food items must be received from vendors and checked for proper amounts being delivered. It is very important to properly store food to prevent spoilage or wasting of food.

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT VII: HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

OUTLINE: (Key Points)

I. Receiving - temporary storage area in which merchandise is held until it can be checked

A. Check all items against bill of lading before accepting shipment. (Bill of lading is a "packing slip" of sorts which lists goods being delivered, and must be signed by receiver to acknowledge that the ordered goods arrived at the destination.)

1. Check for quality, amount, and weight.

2. Use the order sheet to verify as you check.

B. Mark any discrepancies on your copy of the bill of lading and on the vendor's copy. (II-1)

C. Report any differences immediately to your supervisor.

D. Do not accept any substitutions until you have checked with your supervisor. (II-2)

E. After all items have been inspected, they should be unpacked and properly stored.

II. Storage - area in which food items are stored until needed

A. Stock must be rotated. (II-3)

1. Date items when they come in.

2. Place new items in the back.

NOTE: Make sure labels are visible.

B. Remove dented, rusty, or bulging cans - report to supervisor before disposing.

C. Arrange items in a logical order - canned fruits together, canned vegetables together, all grain products together, etc.

D. All food items must be covered. (II-4)

E. Nothing should ever be placed directly on the floor. (You must have air space between items.)

F. Heavier objects are placed on the lower shelves; lighter objects are stored on the higher shelves.

III. Summary and Conclusion

A. Receiving

B. Storage

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

INTERACTION ITEMS:

1. Why do you mark the vendor's sheet if you have a discrepancy in your order?

2. Why should you not accept substitutions without checking with your supervisor?

3. Why do you rotate stock?

4. Why must all food items be covered?

CLASSROOM, LABORATORY, OR OTHER ACTIVITIES:

1. Visit storeroom at school cafeteria. Note how food is stored. Have cafeteria supervisor explain the necessity of rotating foods, reason for storing foods in this manner, etc.

2. Review inventory form.

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT VII: HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

EVALUATION ITEMS:

Arrange the steps for receiving items for storage in the correct order by writing the appropriate letter in the blank.

____ 1.	Step one	a.	Check with supervisor before accepting substitutes.
____ 2.	Step two	b.	Unpack and store items.
____ 3.	Step three	c.	Check all items being accepted against bill of lading.
____ 4.	Step four	d.	Report any differences to supervisor.
____ 5.	Step five	e.	Mark your copy and vendor's copy of bill of lading of any differences.

6. List two steps to perform to rotate stock.

   a.

   b.

7. List four considerations to keep in mind when arranging a storeroom.

   a.

   b.

   c.

   d.

LESSON PLAN: 4

COURSE TITLE: DIETARY AIDE

UNIT VII : HOUSEKEEPING AND STOREROOM RESPONSIBILITIES

ANSWERS TO EVALUATION ITEMS:

1. c
2. e
3. d
4. a
5. b
6. a. Date items on arrival.
   b. Place new items in back.
7. a. All like items should be stored together.
   b. All food items must be covered.
   c. Nothing should be placed on the floor.
   d. Heavy objects on lower shelves, lighter objects on higher shelves.

Learning Objectives for Dietary Aide

Student Name: _____ Permanent Address: _____

Social Security Number: _____ Instructor's Signature: _____

Directions: This profile provides a permanent record for student, instructor, and/or industry representative and corresponds directly to the lessons presented in this curriculum guide. Compile your evaluation of the student (trainee) by transferring the appropriate "yes/no" rating from the various demonstration lessons, or by indicating "yes/no" if the student (trainee) has mastered objectives contained in information lessons.

YES	NO		Orientation to Dietary
__	__	1.	Define acute care.
__	__	2.	Identify types of nursing homes.
__	__	3.	Describe differences in settings between acute care and long-term care facilities.
__	__	4.	Explain differences in role of food service workers in acute care and long-term care facilities.
__	__	5.	Name three members of the health care team other than dietary that affect food and patient's/resident's acceptance of it.
__	__	6.	Identify regulating agencies that set standards for long-term care facilities.
__	__	7.	Identify members of dietary staff and their functions.
__	__	8.	Identify staff members to whom the patient host/hostess is responsible.
__	__	9.	Identify duties and state qualifications of the patient host/hostess.
__	__	10.	Identify staff members to whom the dietary aide is responsible.
__	__	11.	Identify duties and state qualifications of the dietary aide.
YES	NO		**Communication**
__	__	12.	Define communication.
__	__	13.	Differentiate between verbal and nonverbal communication.
__	__	14.	Identify barriers to communication and other factors that may interfere with communication.
__	__	15.	Distinguish between hearing and listening.
__	__	16.	Identify ways to listen.
__	__	17.	Identify effective methods of communication with resident/patient, family, and coworkers.
YES	NO		**Safety and Sanitation**
__	__	18.	Define body mechanics.
__	__	19.	Identify reasons for using good body mechanics.
__	__	20.	State rules of good body mechanics.
__	__	21.	Identify key points in lifting heavy objects.
__	__	22.	Identify steps in moving food carts.
__	__	23.	Identify rules for working near a hot stove.
__	__	24.	Identify precautions for using a knife.
__	__	25.	Identify guidelines for care and operation of heavy equipment.
__	__	26.	Identify procedures for broken equipment.
__	__	27.	Identify procedure for spills.
__	__	28.	Identify procedure for pushing food cart through swinging door.
__	__	29.	Identify rules for storing and using chemicals and disinfectants.
__	__	30.	Identify microorganisms which cause food-borne illnesses and how they are spread.
__	__	31.	Identify conditions that promote microorganism growth.
__	__	32.	Identify potentially hazardous foods.
__	__	33.	Identify ways food becomes contaminated.
__	__	34.	List methods for preventing food-borne illnesses and microorganism growth.
__	__	35.	List main personal characteristics of a dietary worker.
__	__	36.	Identify basic rules relating to personal hygiene and appearance of a dietary worker.
__	__	37.	State when plastic gloves should be worn.
__	__	38.	Describe the correct procedure for tasting food.
__	__	39.	Demonstrate proper handwashing techniques.
__	__	40.	Name elements needed to start a fire.
__	__	41.	State the major cause of fires.
__	__	42.	Identify types of fire extinguishers and the kind of fire associated with each.
__	__	43.	State five precautions to prevent fires.
__	__	44.	Identify measures to take in case of fire.
__	__	45.	Demonstrate correct procedure for using a fire extinguisher.
__	__	46.	Demonstrate correct procedure in providing first aid for a conscious or unconscious choking victim.
YES	NO		**Nutrition**
__	__	47.	List the two phases of intermediary metabolism.
__	__	48.	State how energy is measured.
__	__	49.	State the formulas for determining caloric needs of men and women.
__	__	50.	Recognize examples of foods from the basic food groups.
__	__	51.	Identify six nutrients and give a food example of each.
__	__	52.	Identify concepts related to well-balanced diets, the four basic diets, special diets, and substitution diets.
YES	NO		**Preparing Food**
__	__	53.	Define standard recipe.
__	__	54.	Name four aspects of a standard recipe.
__	__	55.	Identify equipment used in pre-preparation of cold food.
__	__	56.	List duties related to cold food preparation.
__	__	57.	Identify steps in salad assembly.
__	__	58.	List duties related to dessert preparation.
__	__	59.	Identify items placed on a clean tray during tray preparation.
__	__	60.	Identify types of condiments allowable for various therapeutic diets.
__	__	61.	Identify correct techniques for serving food trays in the resident's/patient's room.
YES	NO		**Housekeeping and Storeroom Responsibilities**
__	__	62.	Demonstrate correct procedure for mopping the floor.
__	__	63.	Demonstrate correct technique for washing dishes.
__	__	64.	Demonstrate correct technique for cleaning pots and pans.
__	__	65.	Identify key points related to wiping down countertops and appliances.
__	__	66.	Identify key points related to rubbish disposal.
__	__	67.	List key points related to pest control.
__	__	68.	List steps for receiving items for storage.
__	__	69.	List steps in rotating stock.
__	__	70.	Explain how to arrange a storeroom.

This is to Certify that

_____

Achieved the Learning Objectives
as Acknowledged for

Dietary Aide

And is Therefore Recognized

This _____ *Day of* _____ *, 19* ____

at _____ *School,* _____ *, Missouri*

_____ _____

Instructor Administrator